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AMERICAN TEACHER

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James A. Meade

Henry Ohl, Jr.

President Linville



JUNE, 1933

VOLUME XVII No. 5

ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

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THE AMERICAN TEACHER

VOL. XVII

June, 1933

No. 5

To the Teachers of America

Statement Issued By

William Green

President American Federation of Labor, Washington, D. C.,

April 12, 1933

THE American Federation of Teachers was chartered by the American Federation of Labor for the purpose of creating an opportunity through which the teachers of the Nation could organize into and associate themselves with an organization of their fellow-workers in all walks of life for mutual helpfulness and protection.

The teachers of the Nation occupy a very large place in the minds and hearts of all classes of people. One can truthfully say that they are generally held in high regard and in high esteem. They occupy a very close relationship to the home life and the family life of the Nation. The very importance and dignity of their service and their position command sincere respect. But, even though the fathers and mothers of the Nation entrust their children to the care and training of the teachers in our schools, colleges, and universities, there is a manifestation of indifference approximating total disregard, in some places, of the economic and social welfare of the school teachers of the Nation. This fact and the experience through which the public schools of the Nation and the teachers have passed during the last three years serve to demonstrate the fact that the salvation of the teachers, their economic well-being and welfare depend upon their own efforts, upon the exercise of their individual and collective influence.

It has been made clear that they cannot protect their wages and their living standards except through organized action and organized activity. School teachers, like all other groups of citizens, are helpless as individuals but can be made strong and influential when organized into a strong economic and social force.

The value and need of organization among teachers has been clearly established. If the teachers are to save themselves, if they are to protect and promote their

economic and social interests, if their living standards are to be placed upon a plane commensurate with the requirements of their profession and their social status, they must unite and contend vigorously together for the realization and enjoyment of these priceless blessings.

Let no teacher labor under the illusion, in these days of mass consideration and mass action, of keen competition and blind commercialism, that he or she can secure and maintain an economic and social status in keeping with the teaching profession because of personal or individual merit. Cruel, stern economic law and economic pressure do not recognize individual merit, social standing, or special training.

Let the teachers organize and organize effectively for mutual help and mutual protection. The opportunity is here and the organization which the teachers of the Nation ought to join is functioning. The hosts of Labor, those who make up the great organized Labor movement, appeal to the teachers of the Nation to join with them, to come with them and to work with them in the establishment of higher living standards and in the fight which the wage earners and salary earners of the Nation are making to bring about the realization of American ideals.

The teachers can save themselves, they can save the public schools of the Nation and can establish decent living standards through organization and through affiliation with the American Federation of Teachers. Isolated, individualistic, acting separately and alone, they will be forced to endure indefinitely the suffering which so many of them now experience.

In behalf of all those associated with the American Federation of Labor, I appeal to the teachers of the Nation to organize through affiliation with the American Federation of Teachers.

Common Sense

James A. Meade

EDITOR'S NOTE.—The following articles are two radio addresses given by Mr. James A. Meade over WCFL, the Voice of Labor. These frank criticisms of the policy of the Citizen's Committee led to a protest by Fred W. Sargent, chairman of the Committee, and Mr. Meade was summoned to the office of the president of the Board of Education, Mr. Orville Taylor, to discuss these attacks upon the Committee.

While Mr. Meade was waiting in Mr. Taylor's office, a crowd of 7,000 teachers who had been parading in the Loop heard of the plight of their fellow teacher and stormed the Board of Education building, calling for Mr. Meade. When they found the office of the president locked, they broke the glass in the door and opened it. They crowded in, shouting their indignant protests at the attempted interference with a teacher's freedom of speech, while thousands of teachers thronged the stairways and the street.

A large number of teachers finally gathered in the Board meeting room where Mr. Meade addressed them and the disapproved radio talk was read and measures taken to give it the widest possible publicity.

I.

AT A VERY dark moment in the history of the American Revolution when patriots were shedding their blood for a new deal in human liberty, there appeared a pamphlet called "Common Sense," by the great patriot, Thomas Paine, which almost overnight solidified sentiment in the colonies against the English king and in favor of the new Republic. I would modestly claim inspiration from the efforts of this great man, and hope that in some small measure tonight I may talk common sense about the situation of the public schools in Chicago. I claim only the merit of speaking the mind and the heart of a multitude of employees of the Board of Education.

I have spent more than thirty years teaching classes of boys and girls of high school age, and have always considered it a pleasure, an honor, and a privilege. However, never before have I felt so outraged and humiliated. Our faithfulness and modesty and our respect for established authority have been rewarded by starvation, by loss of home, by loss of credit, by insults added to injury.

When this season of payless paydays began about two years ago, we were offered the friendly assistance of a Citizens' Committee, headed by Mr. D. T. Kelly, the avowed purpose of which was to raise funds to keep open the schools. Instead of performing this purpose, these gentlemen induced us to help pass their Kelly bill, establishing a new system of tax assessments. The result of the work of the new assessor and the new Board of Appeal has been to continue the same outrageous abuse of the personal tax law that Judge Jarecki condemned in his famous decision finding 16 billions of personal property escaping taxation illegally. Meanwhile, paydays continued to pass without any real effort at relief. The teachers went along with all the projects of this committee, including a substantial cut in salary in the hope that at last there would be relief—but all in vain. Finally, Mr. Kelly was succeeded by Mr. Fred Sargent, President of the North Western Railway, as Chairman of the Citizens' Committee, but all the pretended efforts to help the teachers have ended in nothing but attempts to cripple and destroy our school system. The teachers have finally and reluctantly awakened to the true situation. They have come to realize that it would be just

as silly to expect that a pack of wolves would protect a bunch of sheep as to expect the Sargent Committee to help the schools or the school employees. Our only salvation lies in ourselves, aided by parents of Chicago's school children and by all friends of the public schools.

Indeed, the teachers are convinced that the Sargent committee are but the local representatives of the money changers so justly denounced by President Roosevelt in his inaugural address. These gentlemen have never shown anything but a hostile interest in public school education, and in most cases they have made a sorry mess of their banking, industrial, and railroad interests. In short, my friends, they are apparently the chosen instruments of the United States Chamber of Commerce whose program of retrenchment in education has been published in the AMERICAN TEACHER.

Some of the high lights of this shameful program are as follows:

- Simplify curricula—by which they mean to cut out much of the valuable subject matter of a modern course of study.
- Shorten school year.
- Increase size of classes.
- Increase teaching hours.
- Discontinue evening classes.
- Discontinue kindergartens.
- Reduce elementary schools from eight to seven years.
- Reduce high schools from four to three years.
- Charge tuition to high school students.

Such a program if brought to the attention of the citizens of Chicago will certainly bring condemnation and defeat for all who sponsor it.

If Mr. Sargent and his Committee wish really to help the people, why do they not assist in getting lower rates for gas, electricity, telephone, and transportation. We do not see this Committee concerning itself about the wasting of the people's money in the Sanitary district or the West Park system. They have shown little interest in such projects as the consolidation of overlapping governments of Cook County, or a more equitable system of taxation for Illinois. No, indeed! Their specialty is saving money at the expense of little children. The logical results of their plan to destroy educational opportunity for the poor, if successful, would be to stratify American society into a caste system as in India, and so to nullify the plans and hopes of the founders of our republic.

Friends of the public schools, make no mistake, these enemies of free education are rich and powerful and are organized on a national scale; but there is one thing more powerful, and that is an enlightened public opinion. Already that enlightened public opinion has found a leader and a voice in the person of Franklin D. Roosevelt. Already he has told the grand dukes of privilege in this country where to head in, and made them like it.

The strategy of the bankers and moguls of big business in Chicago has been to starve the teachers and other school employees into submission. To that end they have seen to it that we got very little pay for the past two years, and that little for the most part in scrip or tax warrants which had to be disposed of at a discount. The teachers of Chicago will never submit to these

tactics. To these enemies we say in all seriousness—"Do not mistake the teachers' patience and long suffering for weakness. We are well aware that you are powerful; but so also were the Bourbons of France and the Grand Dukes of Russia. Moreover, all your kind opposed Franklin Roosevelt and right now you stand discredited." Often in the past those considered weak and despised have shown surprising power. The teachers are well aware that the big loop banks of Chicago many months ago could have secured funds from the Reconstruction Finance Corporation to pay our back salaries by putting up tax warrants as collateral. They did not choose to do so. Probably they could do it now, since it is the announced purpose of the new administration at Washington to issue about two billion in paper money to thaw out frozen assets. We think it about time the plight of the schools and their servants be recognized by Uncle Sam. Without batting an eye your good old Uncle put up untold millions to save these same loop banks from the folly of their mismanagement, and millions more to the railroads. Meanwhile, Mr. Sargent, who draws \$61,000 per year from a railroad that has to be financed by our government has the audacity to demand retrenchments that threaten with disaster the means of education for the children of the poor.

Now, fellow teachers and parents of our children, the time has come for united action; and it is war to the finish with these public enemies. I have the following concrete suggestions for all teachers and other Board of Education employees:

1. Write your friends in all parts of the United States and foreign nations, and tell them that the group of men who have assumed the powers of a Mussolini or a Hitler here in Chicago, and are the enemies of the public schools, are also trying to stage a World's Fair this summer. Tell them not to come; that the teachers regret they will be unable to entertain their friends because Chicago is nearly a year behind in the payment of our salaries. Tell them that all friends of education everywhere should forget the Fair unless Chicago pays her honest debts, and banishes its financial fascisti.
2. Only yesterday a large group of teachers went to the City Hall to demand their pay. I suggest that 18,000 school employees and as many more of these friends as can be induced to go, follow up this action each Tuesday afternoon until we get some results. Let your actions be peaceful and lawful, but vigorous.
3. Let every school employee write a personal letter to President Roosevelt, telling him of the shameful run-around teachers have suffered at the hands of our so-called Citizens' Committee (who, by the way, have never represented the real citizens of Chicago) and plead with him for help from the Reconstruction Finance Corporation. The chances are that the big banks in the loop will soon be under complete federal control, as in Detroit, and then there should be no difficulty at all in getting the frozen assets of the Board of Education thawed out for the benefit of the schools. Then the Board can deal directly with Uncle Sam, through these government-controlled banks, and dispense with Greeks bearing gifts.

These things, fellow teachers and friends of the radio audience, if done immediately, will do much to bring results. Many more perfectly lawful things can be done by you to break up this nightmare which afflicts us; but enough of this for tonight.

In conclusion, let me repeat that the time has come

for action. For many months we teachers have been jollied and bluffed and double-crossed. Let the financiers and politicians know in language they will understand that this sort of thing has got to stop. I believe that at last you have suffered enough to do just this thing.

II.

In spite of these facts our Junior High Schools are now under attack by a group of wealthy gentlemen led by Mr. Fred Sargent, President of the North Western Railroad, and commonly known as the Citizens' Committee. Their attack on the Junior High Schools is merely a part of a nationwide plan of the forces of special privilege to undermine and destroy free public school education in America. They have never shown anything but a destructive interest in our public schools; and their ignorance of educational matters is even more dense than that concerning the banks, railroads, and other industries which have come to the verge of nationwide ruin under their control. These gentlemen in the opinion of most teachers of Chicago are merely the Chicago representatives of the money changers whom President Roosevelt so justly held up to public scorn in his inaugural address. In short, they are trying their best to carry out the program of the United States Chamber of Commerce. This body, according to its own printed advice to Chambers of Commerce all over the United States, seeks to cripple educational facilities of our public schools, and make their use practically impossible for the poor and underprivileged. They would do this by cutting two years out of our 12 year public school curriculum and by charging tuition for the three years of high school which they would graciously permit to exist.

The local gentlemen who sponsor this attack on the welfare of the coming generation masquerade under the cloak of holiness and public service, but the teachers have come finally to realize that they are the hard-boiled and unscrupulous champions of the old order of unbridled selfishness that has brought this fair land to the verge of economic and financial collapse. They cannot run their own private enterprises such as banks, railroads, and various industries without receiving doles from the treasury of the United States. Yet they have the presumption under the pretense of helping in an unfortunate situation, to dictate the policies of the legally chosen governments of Cook County. In so doing they have at all times discriminated against the public schools. They have made as their special target the interests of the children and now after using their position to secure assessment legislation (their famous Kelly bill) favorable to the wealthy tax evaders, having cut the salaries of all school employees and practically ruined the schools by their ignorant interference with the educational budget, they have finally broken all their promises by failing to secure cash for teachers' salaries due since last June. It seems there are millions for bankrupt railroads and mismanaged banks from the public purse of Uncle Sam, but nothing for the nation's most vital interest—education. No wonder the Chicago Federation of Labor has unanimously and publicly denounced Mr. Sargent as Public Enemy No. 1, and the Men Teachers Union has endorsed that action. Every teacher and every parent should give the widest publicity to this judgment of organized labor in Chicago. Also they should not forget that the same selfish group that

(Turn to page 9)

Just Blindness

J. O. Christianson

A RECENT article in one of the national magazines entitled "Tax Blindness" compels me to write an answer. I shall leave off the word "Tax" and merely say "Blindness," for it is evident that the article was written from an angle of blindness which applied not only to taxation but to the fundamental values of all civilization. The author seemed particularly bitter against that great group of people to whom is entrusted the training of our children. It sounds very much to me as though the writer had suffered a severe loss, had made some bad investments, had had some trouble or other which caused him to see only the bitter dregs of life. He seems to be particularly concerned over the fact that a certain school teacher took a trip to Europe. That certainly was an oversight, and I am sure that the author will continue his splendid program of progress for the nation in order that in the future there will be no teachers taking trips to Europe. No, neither will there be any teachers carrying on in the thousands of summer schools bettering themselves in order to give to the young whom they teach a better training. Yes, and if the author's objectives are realized, I am confident that he will succeed not only in doing away with that, but he will succeed in doing away with the ambition of every worthy teacher to carry on in the teaching profession. It will become far more remunerative to engage in such line of work as is recognized not only during the depression with cuts, but also with definite increases during times of prosperity. People who during good times laugh at the underpaid teacher now envy that person who has security and who has sacrificed the chances of increased incomes during prosperous times for security during all times.

Misery loves company, and there are those in this country who believe that the way to get prosperity is to ruin everybody, to take away from those who have what little they have, to cut salaries, to cut wages, and so at last to make everybody prosperous by making everybody equally broke. Now, of course, there may be some logic to this in that prosperity is merely a relative matter. It may be then that the persons to whom is entrusted the job of teaching will become imbued with a great ability of leadership which they have never had before. I was out on a farm in Dakota not long ago where a person told me that the less they paid their teachers, the better and more efficient those teachers were. Now, of course, if that is true, I can see where the author's program of bettering our educational system is along the right track. I did not notice that the author spent much time on the amount of money spent for other government expenditures. I did not notice there anything to the effect that where we spend over 75% of our federal income for war, we spend less than 1/2 of 1% for education. Much significance is placed on the fact that in the state of New York expenditures for education have increased since 1890 22 times, while the number of pupils has only doubled. Most tragic. Such should demand an investigation of the federal government. What a blot upon American history! Surely such increase is a stain upon the escutcheon of New York which should cause it to hang its head in shame for all generations to come. Spending, according to the author, \$376,000,000 for education in New York

state in the year 1929! How much better, and how much more pride the people of this great nation might have had if that amount had been turned over to the beer barons or to the forces of organized crime. Of course, this expenditure of \$376,000,000 for education in the great state of New York is a crime which should center the attention of the whole nation upon New York state. I have before me the March 27 number of the *Congressional Record* where on page 876 is an interesting item which also deals with some of the activities in the great Empire state. I make reference to it since the author of this recent article dwells quite at length on the fact that large incomes are taxed beyond their ability to pay, and that the only way to maintain our government is to do away with existing services, especially education, if the common people of the country are not able alone to support them. The author intimates that those receiving large incomes are being sacrificed in the interests of such unnecessary, and perhaps dangerous, services as educating the future American. Well, this item from the *Congressional Record* in regard to one of the outstanding citizens of the state of New York serves as an illustration which, I feel, speaks for itself. Speaking of Mr. Mitchell of New York, Representative Patman said:

There is Mr. Mitchell who felt that he should not pay a tax to the United States government on the profits that he had made. He sought a loop-hole in the tax laws. He went before a senate committee and boldly said that he deliberately refused to pay the United States government any income tax in 1929. His income in 1929 amounted to \$3,600,705.16. If anyone should help support the government of the United States, it is a man who can pay in proportion to his ability to pay, pay in proportion to the profits made by reason of the protection of the laws of this country. But not a penny of tax did he pay in 1929, although his income was in excess of three million dollars. How did he do it? On December 20, 1929, just before the end of the year, he, in effect, writes a note to his wife in their own home, "I hereby transfer to you so many shares of bank stock," stocks that were selling at the beginning of the year for a high price, but then at a low price. That gave him a sufficient paper loss to offset his profits for the year. He was careful not to let the stock get beyond his reach and control. His wife took the stock. The transfer was made, and then on March 20, 1930, which was five days after the time the income tax was to be filed for 1929, his wife transferred the stock back to him, but instead of transferring it back at \$40 a share, the price of the National City Bank stock on that day, it was transferred back at \$212 a share, in order, I presume, that he might take an additional loss at the end of the year 1930.

Of course, I presume that our sense of values is not exactly what it should be when we seem to feel that in this is more of an injustice to society than the fact that a school teacher, after years of saving from her small wages, took a trip to Europe in order that she might better teach her children when she came back.

A few years ago, during the times of prosperity so-called, I was at a social gathering where some friends of mine who were in business and who were making large incomes said to me "Why do you stay in this educational work at a measly salary such as you are getting, when you could get out into the business world and make many times what you are now making?" I confess that I envied those people who were making large incomes, and oftentimes found myself wondering why I did continue at a small salary, doing the best I could to train young men and women to go back to the farms

in this state and carry on intelligently as leaders and cooperators. Well, the years went by, and we had the great national achievements such as the Teapot Dome affair, the rise of the Capone interests, organized crime, and finally the Mitchell case, and I might include here the Smoot-Hawley tariff, so that the formerly small salary which I was receiving was relatively near to the salary or income received by my friends. It was only a few days ago that the same group was together and the same persons said to me "You fellows in the employ of the state are pretty lucky. Here you are with a good salary while we are sure of nothing." And then he went on to say, and it sounds quite a bit like this article on "Blindness," "You fellows ought voluntarily to take a big reduction. You would be hailed as loyal patriots in this country if you were to do so."

I am confident that it will be only a matter of a few years before these same people will again rather pityingly ask some of us why we stay in this underpaid profession, reaping our rewards in satisfaction of doing some service for humanity. Well, maybe our sense of values is all wrong, but I still believe that the future of America is a future of human souls, of hopes, ideals, and aspirations, and that those hopes, ideals, and aspirations are instilled in our young people through our public schools, through our homes, and through our churches. Do away with our teaching force, deny them the opportunity of training, make their salaries so small that it will be more profitable to work out as a hired girl in a home or as a janitor, as it is now in many parts of this great Northwest, and we will have a corresponding decrease in the quality of people to whom we trust this most important training of our youth. It seems quite evident that today there is a concerted national program against education and against the very maintenance of those fundamental values which have been the basis of progress in all civilization.

Today as never before in the history of this country the forces of evil, greed, and misinformation are leading a hysterical people blindly, contrary to their own best interests, and doing so largely under the guise of tax reduction. We need men of courage today, men of honesty as never before, men who will stand, though they stand alone, to maintain those institutions and those services which are the birthright of every American boy and American girl. This is a nation of human souls, built on ideals and hopes and dreams, not a world of brick buildings, machines, and paved highways. All of these may wait, may go, the welfare of humanity and the happiness of homes is dependent fundamentally upon human beings, their hopes, and their activities. Let us not forget human values as being far greater than material values. The building of a road or the erection of a building may be delayed and time will wait, but the training of a young man or woman cannot wait. Once gone, those golden years are gone forever and the possibilities of a human soul have been sacrificed upon the altar of greed and ignorance. There are today in this country those forces of concentrated wealth which are making a desperate stand, throwing out a smoke-screen of hysterical economy in order to divert any activity toward a system of taxation where all citizens of this grand old country shall contribute to its welfare and its building on the basis of their ability to pay and whereby we shall again rededicate ourselves to the proposition that this world was created by a power far greater than ours, who in His divine wisdom placed in the steward-

ship of mankind an abundance of resources for the benefit of all the people.

I agree with the author of this article in *The Saturday Evening Post* when he said: "I am for the kind of government interference that helps everybody's business and hurts nothing but the feelings of the selfish few." No more truthful statement could be made. I wonder if the author realizes how true he wrote.

The old bogey and the last resort of Communism, radicalism, and those shibboleths that are affixed to those whom we cannot meet in fair argument have been used in this article, the call again to individualism. Ah, that individualism that has given us a ragged rather than a rugged America.

From the recent book on Prices by Dr. Warren and Dr. Pearson, I quote:

In 1920, prices were 26% above pre-war, and wages of laborers 140%. The salaries of teachers in the cities of New York were only 32% above prewar. From the five-year pre-war average to 1918, prices rose 91%, wages rose 66%, showing their usual lag. Salaries of professors rose 9%. By 1929 prices were 39% above prewar, wages 139%, and professors' salaries 62%. When prices rise or fall, wages increase before salaries. Salaries of high school teachers rise before the salaries of college teachers, and these in turn rise before university professors' salaries. The pay of teachers and others who require a long period of preparation responds very slowly to rising prices. If deflation is drastic, there is a tendency to cut the salaries of professors by a higher percentage than the pay of clerks and janitors. The ones that have risen least are cut most.

We also hear a good deal from those who would bring prosperity to this country by slashing wages and salaries about the decreased cost of living, and yet, quoting from Dr. Warren of Cornell, studies show that in 1917 all commodities were 72% above pre-war but the cost of living was only 31% above. In 1931, all commodities were only 7% above pre-war, but the cost of living was 51% above, and 15% higher than it was in 1917. Let us be fair, and as the writer indicates, be American, be a good sport, and recognize that the day is bound to come when concentrated wealth and protected groups must bear their fair share of maintaining the cost of government and services which serve to build a better government. The people of the United States do not have too much in the line of schools, health, recreation, or in trained leadership, but none of us who own property will argue the fact for a moment that taxes are not too high. Those who would save this country for themselves argue that if these services cannot be maintained by those who have borne the load through the ages and without imposing any burden upon those forces of concentrated wealth and special privilege, then it would be better to do away with the services themselves. The time is here when we must consider social, economic, political, and educational questions, not as blind partisan politics, nor as questions of special privilege, but as questions of social justice laid on the threshold of a Christian America.

This article was offered to the Saturday Evening Post and declined.

Says one writer: "If men would first get their facts, they would keep silent in most cases. If they honestly criticized themselves, they would have little left for others. Some say 'constructive criticism.' But this is meaningless. Others say 'honest criticism.' But even a fool is honest in what he does. Factual criticism—criticism based on facts, is the only kind that is justifiable."

Hindrances to Thinking

Robert T. Kerlin

IN AN illuminating chapter of *The Mind in the Making*, James Harvey Robinson describes four kinds of thinking. Briefly stated they are as follows:

1. *Reverie*.—This is the lowest mode of thinking. It consists in letting the stream of consciousness flow as it will; little or no effort is put forth; thoughts come and go—or don't come and don't go; there is little or no exertion of the will. The mental process here differs little from day-dreaming.

2. *Decision*.—This consists in the application of "common sense" to daily common affairs; choosing methods of doing this or that and modes of behavior; selecting objects of pursuit and ways of obtaining them. The realm of this kind of thinking is mainly common practical affairs, and it is determined mostly by custom and tradition.

3. *Rationalization*.—This kind of thinking consists for the most part in self-justification, in explaining and supporting one's beliefs, opinions, and actions, in making them appear right. It is defense thinking.

4. *Creative Thinking*.—This, the highest kind of thinking, is of course the rarest. It leads to changing one's mind, to new ideas, new methods. Here the mind works with independent force, is directed by will, is held to problems which it deals with by logical processes. Here the mind discovers and originates, makes new combinations, and searches out new relations. This thinking creates.

This of course is an inadequate setting forth of the kinds of thinking, but it will serve for our present purpose, which is to inquire into the chief hindrances to thinking.

Not disparaging the second of the kinds of thinking above described, the teacher will undoubtedly attach chief importance to the fourth kind and will seek to stimulate that in his pupils, young and old: a free, independent exercise of the mind on the materials provided. This is the view of education which will underlie my discussion in this article. To state the idea a little more adequately: The educational process consists in individual world-building, by the acquisition of knowledge on which the mind works freely and independently to shape and relate it to the definite purpose of living. More briefly: Education is world-building. And every individual who thinks builds his own world; if he does not think he inherits whatever world chance has allotted him.

What, then, are the chief impediments to this activity? They seem to me to be ten in number. Not all of them may be present to all persons with equal force, but they are nevertheless universal and variously potent.

1. *Difficulty*.—Thinking, of the fourth kind,—that is, real thinking, is difficult. It requires an effort few people are willing to put forth. It is not a lazy man's job. And it is easier to be lazy mentally than physically. It is less conspicuous, less obviously reprehensible. Most people are mentally lazy, shamelessly so.

2. *Ignorance*.—Knowledge is a prerequisite of fruitful thinking. The mind must have facts to work on, as the mill must have grain to grind, if it is to operate. Observation, intercourse with people of intelligence, and reading are the chief sources of knowledge. An isolated or recluse mind, unprovided with knowledge, feeds on

itself, tends to eccentricity, and ends in barrenness if not madness. To think without a large stock of information is to try to build a house without the necessary materials.

3. *Tradition*.—It is far easier to accept than to discover. Acceptance requires no exertion. Besides, tradition hallows customs, ideas, creeds, institutions. It is sacrilegious to investigate them too narrowly and to challenge them too boldly. It is treason to the tribe, or country, or church, or mankind, to reject them. So tradition is a great restraint upon thinking. It is easy, and respectable, and safe, and sane to accept what has come down to us through the ages or what the "authorities" dictate. All the forces of our environment are on the side of tradition. All these forces make for the herd mind. The herd mind accepts. Tradition is all-prevailing. It makes invention and originality exceedingly difficult and often dangerous.

4. *Uncertainty*.—No state of mind for most people is so unendurable as uncertainty. At any cost they will get rid of suspense and put an end to anxiety and doubt. They will have everything plain and proved, or at least it must appear so. Accepted authority commonly suffices instead of proof.

Therefore, hypotheses meet with little favor with the common mind; and there is no advance without the making or acceptance of hypotheses. Speculation is generally discouraged by parents and teachers and preachers. It is dangerous, it leads into unknown realms, realms too far from home. Most minds are stay-at-homes.

5. *Consistency*.—The desire to make present ideas agree with former ideas tends to confuse and restrain thinking in most people. Every opinion that we hold holds us. It acts as a tether on the mind. It permits us only to circle about in a well-grazed round. The slave comes to love his chains because of a kind of security he finds in them.

It is embarrassing to be caught in a self-contradiction. Besides, it is perplexing; it necessitates a period of confusion. And this condition is not pleasant. Anomalies and contradictions are upsetting. The ordinary person will avoid them at any cost—evasion, discontinuance of mental activity, self-deception.

Emerson's fine saying, that consistency is the bugbear of little minds, is only too true. Every new thought at first seems contradictory of old thoughts. It requires readjustment, and readjustment is troublesome.

6. *Self-conceit*.—It is easy to deceive ourselves into believing that our opinions, ideas, creeds, dogmas, are flawless, unimpeachably sound, and assuredly final. We have convinced ourselves, for our comfort, that we are right, on this question and that, political, religious, economic, social. This mental obstinacy, this mental walling-in, is all but universal. It is necessary for tranquility, comfort, and self-respect. To yield an inch is to start on a slide, with no prospect of anywhere stopping. Rate self-conceit as a prime check to intellectual adventuring. I emphasize this because the opposite might seem to be true.

7. *Humility*.—Just the opposite of self-conceit! Yes, many people, very many, abdicate the throne, yield the sceptre of thought, because of excessive humility. They

"think" they are not endowed with the necessary intellectual gifts for reigning,—that is, for arriving at truth. They surrender every difficult question. It is beyond them. This humility is often identical with laziness and almost always goes hand in hand with it. But commonly it has a different origin and that origin is vicious. It is the inferiority complex, of which we have heard so much in these years—the inferiority complex in its most pernicious manifestation. It causes the mass of people to leave their thinking to so-called leaders—demagogues and fakirs, in church and state.

8. *Prejudice*.—Literally this word means judgment in advance of full knowledge. But it is more a feeling than a process of reasoning. It really abnegates reasoning. Its disrepute is evidenced by the fact that most people deny having prejudices. It is common to speak of prejudice as "blinding", and this is its effect. It makes blind. It renders a person incapable of seeing merit in a race, a group, a country, a cause towards which he has conceived a prejudice. Of all the hindrance to right thinking this is the least defensible, and ethically the ugliest.

9. *Fear*.—It would be difficult to exaggerate the paralyzing effect of fear upon our minds. Fear of some sort of undesirable consequences: fear of arriving at conclusions that would impose loss of some kind, sacrifice of some kind, surrender of some kind, change in our ways, reform, readjustment, and so on; fear of our neighbors' disapproval, fear of heresy and its consequences, fear of arriving at doubt, uncertainty, unbelief in what we cherish; fear of some kind of social punishment. Constantly, from childhood, we are warned not to think so and so. Fear stands ever at the threshold of the mind to restrain its going forth in exploration; it magnifies every peril, and creates terrifying phantoms. Fear stands at every cross-roads of life, and commends the safe way. It takes up its abode at the portals of every unexplored realm, and pictures to the imagination the monsters within, the hobgoblins of the *terra incognita*. The story of this arch-enemy is told in Browning's "Childe Roland to the Dark Tower Came".

10. *Self-Interest*.—This is the greatest obstacle of all to clear and independent thinking. It entangles us all in a web of self-deception. We "think" so and so, thus and thus, because, unconsciously, we want to, because it is to our interest to think so. To our interest as we conceive our interest. Our interest may be very narrowly or selfishly conceived but it dominates the mental process. "Where your treasure is, there will your heart be also," was said of old by the wisest of teachers. It was a warning against the subtlety and potency of the influence of self-interest. We might modernize it thus: "Where your investment is, there will your heart be." Otherwise it may be stated that one's conclusions are predetermined by one's interests, one's profits. In our economic life give individuals a money interest in any industry or corporation and they will side with the managers and directors in every strife. It is dividends that make their decisions for them.

It is self-interest, or privilege, or profit of some kind that induces a ruling class to think of the disprivileged and exploited class as unfit to rule and unworthy of the advantages of the ruling class. The privileged class thinks so and so because for their complacency and comfort it suits them so to think. They also beguile themselves into thinking the victims of social injustice and disinheritance to be happy in their privations and ill treatment. This is the wrongdoer's defense mechanism.

"There is a way which seemeth right unto a man, yet the end thereof is death."

The self-interest may be social prestige; it may be one's reputation; it may be convenience, or comfort in some form. The ways in which any matter may concern a given individual are multitudinous. Few men can think straight when their interests are involved. Desire controls. Hence, social improvement lags. Ancient forms of political and economic injustice continue until revolutions must be attempted.

In view of these hindrances to free and independent—and fruitful—thinking, hindrances so prevalent and potent, what are the duties of the teacher? What have I to suggest as ways of removing or surmounting them?

Manifestly exhortations to free, courageous, creative thinking are futile. Something other than exhortations must be attempted.

Explanation of the nature of these hindrances, their origin and evil effects, seems to me our first duty. Mere explanation may prove enough. Perhaps it would be best to say *exposure*. Recall how Kipling in "If" characterizes success and failure; "those two imposters". These hindrances are imposters, mainly empty shadows. In any case their causes must be abolished.

Next the teacher can help pupils to build up a mental mechanism against these enemies of his free development. They can be attacked directly. But it is better to make an indirect attack. Other intellectual processes, or states of mind, can be made to take their place. The worst of them are anti-social. Therefore truly social habits and attitudes of mind should be the object of the teacher's efforts.

To give emotional support to such efforts suitable literature should be chosen. Large use should be made of poems and stories that appeal to the heroic and social instincts. Stories and poems that expose social cowardice to contempt and social betrayal to withering condemnation afford another approach, and another kind of attack.

I would, in conclusion, recommend, not a return to M'Guffey's *Readers*, but the adoption of readers equivalent in moral values, suitable for our changed times and new conditions.

COMMON SENSE

(Continued from page 5)

has betrayed the public schools is trying to stage a World's Fair this summer. A Century of Progress, indeed! These gentlemen of the Citizens Committee are unworthy to be mentioned in the same breath with the pioneers of 1833 who laid the foundation of our city in the swamp in the presence of hostile Indians but remembered first of all to provide educational opportunity for their children. These modern financial dictators are trying to put Chicago back one hundred years and they are sowing the seeds of communism and disorder among the people.

In conclusion, fellow teachers and fellow citizens of Chicago, I call on you to become active in politics, to give such support to organized labors' defense of the schools that on every street corner, in our churches, and in parent-teacher meetings, in all assembling places where the common man meets his fellows, the members of this so-called Citizens' Committee shall be denounced as public enemies and eventually driven into hiding along with Sam Insull and Al Capone. When that time comes, neither the junior high school nor any other educational service for our children will have cause to fear for its existence.

Education Today and Tomorrow*

Henry Ohl, Jr.

THE invitation extended to me to address your gathering was accepted with pleasure, yet with full consciousness of the responsibility I am assuming in presenting my thoughts. I wish to speak in pursuance to the general position of labor, expressed from time to time, on the relation of education to the total of life's activities of the masses of the people—the working people—who, in the main, constitute our citizenry; and the duty, as we see it, of our educational directorship and our educators, to make it possible for the youth of today to carry on the world's work of tomorrow in increasingly orderly and beneficial manner.

Nothing concerns our people more than the work of education, guiding and training the youth of our land, and of extending that service throughout adulthood, in the continuous progress toward the highest civilization the human mind can conceive.

This concern has existed throughout the ages. It found expression in the ancient organizations of workers. It was apparent in the unions of builders and the armorers of old, who apprenticed their sons in the vocations of their fathers. The Guilds in secrecy conspired under the cloak of religion in the same direction for the guiding and training of their offspring. Through the centuries following, when education was almost wholly confined to those deemed destined to rule the state and those who worked for the glorification of their particular God, pleas and protestations were heard continuously because of the absence of opportunity for the progeny of common man.

The associated mechanics, laborers, and farmers in the beginning of the eighteenth century made a most heroic and successful fight for free education for all, claiming that the Declaration of Independence meant independence for all, and that there could be no real independence until all had access to knowledge. In their intense patriotism they insisted that the constitutional assurances for a full life, true liberty, and real happiness shall extend to the workers and their children whose labors created the wealth of the nation.

From a curriculum of fundamental courses in the earliest free schools we have developed a system which has reached out to embrace more of the subjects that would accommodate our inceptive industrial and commercial activities. Then an approach to music and the arts was made. While still debating the need for a more cultural curriculum, the demand for industrial education became increasingly persistent. Journeymen craftsmen found themselves largely eliminated as convenient instructors of apprentices when carried into an era of speed production calling for greater concentration on their part. The more perceiving among our educators agreed with labor that training for greater competence in industry was as necessary and as important as training for the professions. Guidance, as we know it today, i. e., aiding the youngster in appraising his preferences, his ability, and his fitness for any of the various vocations, came only with the advent of the vocational school.

No branch of education then existing found it pos-

sible to befriend the multitudinous host of underprivileged youth whose economic status left them to the mercies and hazards of unsystematized industry and more often misvisioned and unsympathetic management.

The vocational schools, unless hampered by a senseless, ruthless opposition directed against them, will equip the workers of the future with that technique which a highly mechanized industrial world will require. To enable these schools to render this highly important educational service, they must be permitted to continue under the arrangement prevalent in Wisconsin, which has proven so suitable to the salvaging of a hitherto almost totally neglected working youth. This arrangement, which has so greatly justified itself, is based on the independence of this branch of our school system, with local boards made up of labor and employer representatives, with the city superintendents members in their respective communities.

It is regrettable that in a few communities school boards have sought to evade the intent of the legislature for actual and real labor and employer representation on these boards. Organized labor for some time has considered the necessity of including in its legislative program an amendment to revoke the appointing power now vested in the boards of school directors. Unless the few boards so offending shall cease their destructive tactics, additional safeguards must be provided so that the benefits accruing to working class youth may not be jeopardized.

The vocational schools of Wisconsin, following their organization on the present plan, immediately took the lead in this field over other states in the union. We of labor have laid considerable stress on the need for maintaining and further developing our vocational schools so that the youth recovered through them shall not again be forgotten.

But organized labor's concern embraces all branches of education—the kindergarten, the grades, high school, part time schools, teacher training schools, the university and its extension division, and our libraries.

Guidance embraces so much of what we call education that even a cursory glance over the field gives one the immediate impression that it is a most important element in the development toward human perfection. A deeper analysis brings the conviction that guidance is education—that without guidance comparatively little would be left of education—of what we understand as the new method of teaching, not as yet generally adopted. The new education, namely, to teach the student how to think, how to analyze, how to evaluate, how to make deductions, as distinguished from the old unsatisfactory practice of presenting facts or alleged facts to be committed to the students mental store room to be used some time in the near or distant future when, and if, occasion arises, perhaps when such data has become obsolete, came only in more recent years when the principle and value of guidance became better understood and appreciated.

Guidance must not stop where the minor reaches the termination of his "trade finding" age. There are sufficient variation possibilities to necessitate review and revision of some of the students' original choice of vocations or callings. Subsequent developments may prove

* Address before the Thirteenth Annual Convention of the Wisconsin Association of School Boards and City Superintendents, held in Madison, Wisconsin, April 7, 1933.

his superior suitability for a related or altogether different occupation. After all, trade finding, while it affords opportunity for choice, and fairly definitely establishes the bent of the average youngster, is an instrument for experimentation, and while his education below a certain age should be confined to trade finding and guidance, guidance must not be so limited but be extended to higher ages. In fact, adult guidance must be considered, in the light of rapid changes and in connection with the resumption of production, as a growing function far beyond present general conception.

It is not enough to train the mass of our youth to a degree of competency in the vocations. They must know the problems of the industry into which they are going, the hazards they are likely to meet. They must know there are injustices to be encountered. They should be made aware of these and be equipped to meet them. They should know how to acquaint themselves with the problems and costs of management and labor, production and marketing, as well as the division of the proceeds of enterprise. They should not be told for whom to vote but should be taught on what grounds to base their suffrage. All this can be done without undue indoctrination of isms except as the opportunity to know the truth shall enable them to reach logical deductions.

Textbooks usually present the views of individuals. As such they may be valuable as references, as statements and views to be weighed and scrutinized. The traditional historian has often done much damage in failing to reflect upon social consequences.

Shall we hold that "social accomplishments" must be made to mean achievements of real benefit to mankind rather than mere monogrammed stationery and the means to afford a social secretary? Shall we mislead Letty into a life's ambition for marriage with a prince of plenty when we know it is not only safer but highly probable she will be espoused to a peerless printer, painter, or plasterer? History must mean more than the lineage of rulers and their mighty hunting exploits in the jungles of beasts; it must mean humanity's efforts toward greater perfection; the struggle for independence from man's mastery; the progress from the darkness of slavery to the dawn of liberty. The science of government must mean more than the constitutional personnel of administration; it must mean the relation of government to the whole people and its value as the servant of the people. The art of living must mean more than the means to purchase comforts of life and exact the genuflections of menials; it must mean the exchange of service on the basis of equal recognition and opportunity. Statesmanship must mean more than ascendancy to public office; it must mean an understanding of the desires and needs of the people and capable service in their behalf. Management must mean more than investment of inheritance in an enterprise for dividends. It must mean a responsibility to society for a privilege.

In the crisis America is facing today, in the institutions we have nurtured and developed, and in which we have reposed our hopes for opportunity, justice, liberty, and happiness for the human race, we are called upon to counterbalance our economic and social needs against traditionalism in education.

We are gratified but not satisfied with the progress education has made. The tragic breaking down of the social structure amidst a world wide defense of present wealth control tells us that something has gone wrong. We now realize that our masters of finance have not

been masters at all. The leaders of industry have not been leaders at all. They say they did not know it was going to happen. After it happened they did not know what caused it to happen. But they know it did happen. Yet they did not know what to do about the thing that happened. Then somebody told them that all our budgets had lost their equilibrium because there was too much education and that the thing to do was to make the budgets balance by holding up the school and pauperizing our educators.

Statesmanship is confined to a very exceptional few. If the school had not been intimidated by dominant groups; if it had been permitted to function in full measure and had not been hamstrung in the past, the last three years undoubtedly would have been the most prosperous for the common people instead of the most disastrous in America's history. No doubt it is a large order we are giving our educators when we ask them to educate, guide, and train our people for vocations, for industrial and financial management, for statesmanship—in short for every calling which is required in the service of society—and it is a large order we are giving our teachers' colleges when we ask them to develop a type of teacher with sufficient courage and competence to do the job.

We shall do well to reflect seriously upon the need for greater freedom in teaching, for upon the qualifications and freedom of the teacher of tomorrow will depend the type of statesmen, managers, professionals, merchants, artisans, and artists who shall constitute our citizenry.

What is education in its true sense? What is the real function of the school? We believe that whenever problems arise which require solution; whenever people need enlightenment; when they do not know the way; when anything at all is lacking in the scheme of life, the school must supply that want. Newspapers and magazines are often subsidized and are therefore not dependable, notwithstanding their theoretical value as an educational force. There is just one place where we should be able to turn with confidence—the school.

Such unemployment as is caused by technological improvement of industry, calling for supplementary training and retraining of adults as well as longer school periods for minors, place added burdens upon our schools and our teachers, but the inevitable shorter work day and week will cause still further demands in education to be made.

The stupidity of those who advocate cutting appropriations is obvious. Of course, we could close all of our schools and "save" all of their costs. But at what future cost? The schools need more money now, not less; we need more teachers now, not less; we require a wider curriculum now. The alternative will be found to be the sheerest extravagance.

And let me make an observation on the matter of taxes to meet governmental and school requirements. Of the wealth created by labor employed in manufacturing industries in 1929 only 16.5% went into the pay envelopes of these workers. The ratio of wages to income on such products has become less and less, the divergence widening from year to year in the last fifty to seventy-five years until it amounted to billions of dollars per year. Were the workers to receive the full value of their toil it would be reasonable to expect them to pay accordingly for the maintenance of our schools and other governmental services. As it is, they are taxed out of all proportion

(Turn to page 14)

Polytechnization in Russia's New Schools

James S. Beddie

"I WANT to see an average Russian city school," I told my interpreter one bitterly cold January morning in Leningrad. Anxious friends in America and Germany had told me that the Russians would allow me to see nothing but the few newly-constructed model schools. I decided to risk this danger, for I realized that in the best schools any new educational ideas would be emphasized, but that in a district where there is little money in the treasury, the worst can be very bad indeed, whether on the steppes of Russia, the steppes of Dakota, or the streets of Chicago.

"Not the widely advertised reformation of the *Bezprizorni* (or orphaned waifs), but just an average type of school in one of the poorer districts," I said, and realized at once that my bourgeois economic terminology had betrayed me again.

"We have no poorer district. I presume you mean a district of workers," said my interpreter in a reproving tone. She was a pert little Communist girl, with a command of English, both ordinary and technical, such as would have put to shame most of our college students of foreign languages, though she had never been out of Leningrad.

I agreed that that was probably what I had meant, and we set out by street car, the only means of transportation available to 99% of Leningrad's inhabitants across the broad reaches of their city by the Neva. Although the morning was well along, after 10 o'clock, the sun was only now coming out in its full brightness to light the brief north Russian winter day, and the trams were jammed with citizens on their way to work. One enters at the rear and starts pushing, hoping to have pushed his way through to the front by time to get off.

The school is a large polytechnic. Polytechnization is a word we hear incessantly in Russian educational circles these days. In its Russian usage it means, in Lenin's words, "to unite every step of education with the workers' and peasants' labor." In accordance with the educational reform of 1930, the basic aim of the Five Year Plan is seven years of elementary schooling for every child, closely connecting his school work with the work of the community in which he lives. Varying with the type of community, there will be the seven-year school in industrial cities and districts, closely associated with a factory, office, or industrial enterprise (the FZS school), the seven-year school in villages and on collective or State farms, closely associated with the work of the farm (the SKM school), and the seven-year school in non-industrial districts and cities (the SKS school).

We were about to visit a large new FZS school in Leningrad, associated with a neighboring thread factory. It had been built in 1930. The best of the new Russian schools are fine examples of modern architectural design, and embody the flowing lines and curves so familiar in German post-war school, apartment, and factory structures. While the plans are usually splendidly carried out, the construction in many cases does not appear substantial enough for a school. The buildings suffer from misuse, in common with most Russian public buildings, and lack of timely and skillful minor repairs gives even new buildings an unnecessarily dilapidated appearance.

We enter and proceed to the administrative offices. The school is run on the communal system, so that in addition to the director, the teachers, the students, even the janitors and cleaning women have a voice, not of course an equal one, in its administration. A caretaker, one judged from his dress, was assigned to escort us through the building, though with the Russian system of classless and universally simple clothing, he might readily have been taken for the principal.

We went first to the office of the school doctor, an earnest-appearing lady. The rooms were equipped for giving the usual medical examination to the children. Placards on the wall pictured side by side the old, unsanitary habits to be avoided, and the proper way to wash and keep clean. Fresh air does not find favor, however, in practice. The windows of the school building were all double, none were open, and the air was frightfully bad.

Next to the class rooms. There are 2,800 children enrolled, ranging in age from 7 to 15. They attend in two daily shifts starting at 9 and lasting three hours. The educational scheme employed is the well-known Dalton plan, taken over from America, but altered and modified to suit Russian conditions and the communal organization. That is to say, a project is proposed to the students for working out or solution, but instead of its being worked out by the individual student, it is the task of the class as a whole. Thus early is the Russian child trained to group and community activity. This modification means also less intensive work for the teacher, and through being able to supervise the group rather than each child individually, he is able to deal with a larger number of children.

First to a "nought" class, the connecting link between kindergarten and school, and not yet numerous in the U. S. S. R. The young girl teacher was sitting at a low table, surrounded by the children doing hand work, construction with blocks. It was a scene entirely similar to many at home. Next was a group of advanced 7-year olds. Seated at tables about the room they were cutting large Russian capital letters out of red paper and pasting them on long strips of white paper in the form of mottoes to be taken home and posted in the house. The mottoes read, "Religion Is a Poison. Keep Your Children From It." A typically enthusiastic, bright-eyed, little Communist girl teacher explained to me that this was the children's part in the observance of Anti-Religion Week, celebrated at the period of the former Christmas.

In a nearby classroom a group of 8- and 9-year olds were learning German under some difficulties. It was a large class, with few books and two or three children sat together before each copy of the text. As in most of the classes, there was little sign of the old-fashioned discipline and silence. Answers were made in unison and the hard-pressed teacher had constantly to gain emphasis by talking loudest of all. My entry created the usual stir of curiosity and some embarrassment to the teacher. I realized that she liked unheralded "visitors to school" no more than most of her American sisters.

The rooms for science and technical subjects were well-equipped. The natural history museum contained a collection of living rabbits, rats, squirrels, and fish, all

interesting to the children of an industrial district. In the physics and chemistry laboratory much attention was devoted to the take-down mechanism of the army rifle and the proper methods of defense against gas raids, with posters showing adjustment of masks, revival of gassed persons, and models illustrating the progressive effects of gas on the body.

The manual training room presented a busy scene, with boys and girls of 10 and 11 working together on the same projects, some earnestly and purposefully, others whittling aimlessly. One little girl had cut her finger rather badly and it was bleeding freely, but no one gave her any attention and she continued cheerfully at work. Although a number of good models had been produced of airplanes, trucks, and tractors (ever fascinating to the Russians), the average achievement was not noteworthy.

Emphasizing the connection of the school with the thread factory was the room for practice on elementary textile machinery, and, as in the factory, with the usual black and red board on the wall with lists of names, black for those whose work is poor or incomplete, red for the best workers, the "shock brigaders." Just as in the factory, the incentive is competition for the best, shame for the worst. Children of the FZS seven-year school spend a portion of their time in observing, learning, and assisting in the affiliated factory, and on the completion of the seven-year term are prepared to step at once into a place in the factory. Some may, however, pass on to the next higher school, the technicum.

The common rooms were well equipped, the gymnasium with turning apparatus, a basket-ball court, and shower rooms, the auditorium with seats for 800 and large wall pictures of Marx, Lenin, and Stalin. Pictures of Stalin were numerous in all parts of the building. Noticeable in the library was the preponderance of thin, paper-covered books, seemingly not durable enough for children, but natural in a land where the learning of today is outworn tomorrow.

The liveliest spot of all was the lunch room. Here hundreds of little barbarians were eating a breakfast of mush, milk, and dark bread. The supervisor explained to me that the children had their breakfast in three shifts, at 10, 11, and 12. Older children were dishing out the mush and satisfying those who held up their bowls for more in the classic style of Oliver Twist. The children were in high spirits. Many were tossing scraps of bread about and the floor was littered. Outside in the corridor a pitched battle was going on and as we turned the corner I dodged sharply, just avoiding being struck by a piece of bread coming my way.

Prominent in the teachers' room was the notice board, upon which any teacher might post a discussion, criticism, or suggestion dealing with the affairs of the institution. This is, of course, not confined to the school, but is a regular feature of every Russian factory, office, or industrial enterprise, and is extensively used. Here many had typed and posted their ideas, and several had drawn and colored illustrations to show what they meant. As I left I was asked to write briefly my impressions of the school. I confess to some difficult moments. I had no wish to praise indiscriminately, and criticism, however friendly, is no more cheerfully received than by our American educational faddists.

From the Czarist regime the present Russian government inherited neither adequate school buildings nor sufficient teachers, and the principal difficulty of the

Russian educational system has been in supplying these lacks. At present, teachers for the elementary schools are being developed in the secondary school, or technicum, corresponding roughly to our high school, and maintaining a three-year course. There are specialized technicums in various fields, such as agriculture, electricity, trade, medicine, and pedagogics. From the last come the future teachers for the seven-year schools. Accordingly I decided to visit a pedagogical technicum in Moscow.

The directress I found seated at her desk in an office severely simple. It was shared with her younger assistant, and chairs for waiting students were ranged against the wall. Awe of the school officials was noticeably absent. Various teachers would come in for a smoke, or for a conference, or for conversation. First to a physics class. A young man teacher was performing an experiment at the laboratory table before the class. For the life of me I could not have told but for the language that I was not in the laboratory section of an average high school at home. It appears that there is as yet no Marxian physics.

History is something else again. An actively interested class of boys and girls between 15 and 18 was engaged in the study of "The Revolutionary Movement to the End of the Nineteenth Century." Their teacher was a young man, not recently shaven, and dressed in a well-worn suit and a grey jersey, high-necked sweater. Teaching is not one of the "white collar" jobs in the Soviet Union. So as to be able to follow what the class was doing, I received a copy of their syllabus, with its lists of required readings and brief time-table for the 24 hours of the course, allotted thus; 1 introductory lecture, 12 hours supervised study, 7 hours discussion, 4 hours conference. In all courses in the social sciences the Marxian theory of economic influences and class conflict is stressed heavily. It was with a touch of strangeness that I heard of the class conflict accounting for ancient Greek colonization as easily as for the more recent Russian revolution.

But passing, as one might say, from theory to practice, I entered a class in military science. Here the same interested group of both boys and girls, for they follow the same curriculum. At my visit there was under way nothing more dangerous than an explanation of the reading of contour maps. The girls were as ready as the boys in this phase of the subject. Around the room on the walls were diagrams of airplanes and of gas mask defense, for everyone must know how to apply a gas mask, and the "war of intervention" on the part of the capitalist countries seems a very real danger to these young people. A bit of understanding on all sides may serve to avert such a war and remove these fears, and as we observe what the Russian youth of today, in schools and teachers' training institutions, thinks and is taught to think, we can partially gauge the mind and temper of the next generation of Russians.

Along the walls of the corridors and halls was an exhibition with sample poster and placard displays of anti-religious material for use in the schools in connection with Anti-Religion Week. Turning to leave, I was again a part of the youthful crowd of students, gaily chattering, lounging, smoking, and lunching in the halls and common rooms. I recalled similar scenes in our American teachers' training colleges, with their athletic young men and colorfully dressed girls, yet with a generally complacent and conventional outlook on their world. The difference here was not alone in the classless cloth-

ing of the Russian youths and maidens, but in a more indefinable difference in spirit.

As important as the methods used in the individual subjects is the proportion allotted to each type of training in the curriculum. The watchword of the present in Russian education is "polytechnization." The Russian teachers' technicum of today devotes approximately 19% of the student's time to the social sciences, including history, economics, and politics, 23% to the pedagogical side, training in the methods of teaching, and the remaining 58% to polytechnics, or training in hand and machine work. The proportions are significant. Both the social science and the pedagogy are heavily diluted with Marxism, while the polytechnical work is, in the words of the resolution of the Fifteenth All-Russian Congress of Soviets, intended to serve "as one of the means for the elimination of class divisions in society, for the elimination of contradictions between city and village, and for the elimination of the estrangement between manual and mental labor." This experiment in polytechnical training will be watched with interest by educators everywhere, and it is safe to say that "polytechnization" will be frequently heard of in the educational parlance of the next few years.

Free Schools Demanded by Labor 100 Years Ago

By E. G. Hall

President, Minnesota State Federation of Labor

A close study of American history shows that the "Little Red School House" was by no means so universal as we have been led to believe.

In colonial days the British governors were strongly opposed to education for the working people or their children.

Sir William Berkeley, governor of Virginia, said, "I thank God that there are no free schools or printing houses in Virginia: for learning has brought disobedience, heresy, and sects into the world."

At first, when the unions demanded free education, the ruling classes tried to compromise by giving them "pauper schools," which were only for the very poor.

They were started in Pennsylvania in 1818, but were wisely opposed by the workingmen, who continued to antagonize them until the public schools were established.

Striking stories are told of those days of the struggles of the poorer people to educate themselves and their children.

This shows that our public schools and public library systems were not a gift from the wealthy and educated to the working classes, but rather arose in response to the persistent demand for equal educational advantages.

Why This Delay?

Everything one is wont to call "Education" today misses the capital point; it imparts knowledge but it does not inspire personal understanding; it develops efficiency, but it does not create a higher plane of being. In this respect it is not progressive; it does not differ in principle from the mediaeval school where youth was taught simply to explain what was already believed. That this is really so seems to me to be finally proved by the increasing inferiority of the level of the so-called educated mass all over the world; the more they know, the less they understand; the more efficient they are as specialists, the less superior and complete they appear as personalities.

—Count Keyserling.

EDUCATION TODAY AND TOMORROW

(Continued from page 11)

to what they receive. The wealth diverted from its proper channels has not all been dissipated. We are still making not only millionnaires but billionnaires. Even in these tragic times we hear of enormous dividends being declared by large corporations. Labor believes that, considering the existing extremely inequitable distribution of wealth, the only right and decent way of taxing is according to income, with emphasis on the higher incomes, on inheritances, and, in view of the privilege to individuals and corporations to appropriate the larger share of the proceeds of industry, to levy, in time of depression or whenever the need arises, on existing capital.

The increasingly greater demands will call for more highly qualified teachers. Our teacher colleges must supply that demand. They should therefore be supported and encouraged and enhanced—not crippled.

The time allotted me will not permit me to go fully into labor's activities in behalf of our schools. Brief reference has been made to its constant championship of free education. Those conversant with organized labor's philosophy and the work that has been done pursuant to that philosophy are aware of the influence constantly being exerted in behalf of our schools and our educators. Labor, has, however, carried on in a more or less laborious fashion because of the failure of teachers and teachers' organizations to affiliate more largely with our federations in the past. They are doing so now in greater numbers.

Organized labor will continue to defend our schools in the future as in the past. We shall work for the economic elevation of the teachers as well. The teachers have the same reason for organizing as tradesmen, as actors, and artists; but it is also necessary that they establish an affiliation with such forces as the American Federation of Teachers, a chartered association of the American Federation of Labor with its units affiliated to the Wisconsin State Federation of Labor.

It is regrettable that in some communities some members of school boards and occasionally a superintendent or principal has discouraged such contact. It is inconceivable to the people organized in nearly a thousand unions throughout the state, that anyone should harbor a fear of becoming contaminated from contact with the very groups that are responsible for the establishment of our school—the one group that has the will and the courage to champion them to the last.

Labor's motive, of course, comes from its concern in our children and the economic welfare of our educators. Schools weakened by starvation and pauperized teachers will not balance budgets. If our problems could be solved by salary and wage cutting we should by this time have reached the highest peak of prosperity.

The depression, despite the misery it has brought, may yet have the effect of bringing a realization of the real purposes of our schools—educating, guiding, and training to enable the people to have access to the things that make for opportunity, abolish injustices, conserve liberties, and promote happiness. Organized labor has dedicated itself to these purposes and looks to our public schools as the instrumentality to carry them out.

I do the very best I know how—the very best I can, and I mean to keep doing so until the end. If the end brings me out all right, what is said against me won't amount to anything.—Abraham Lincoln.

The President's Page

Dr. Henry R. Linville

A True Story

I "sat in" at a session of one of these "citizen-banker-realtor" committees in New York recently. An apparently frank attempt was being made by the committee to learn the views of representatives of various groups on what was to be done about a prospective deficit of about five million dollars in the budget of 1933 for the public schools. The board of directors of the committee sat in the background, the invited guests sat around the table, and the chairman and his legal and financial experts sat at the head. Among the guests were two members of the Board of Superintendents and the Auditor of the Department of Education.

It was one of those pseudo-friendly conferences in which everyone knows that violent conflicts of view can be kept from breaking out only by desperate efforts at auto-repression. So all tried to be polite, especially since the only chance one had of proving the points one had in mind was to watch until some one stepped into a trap.

What Presumption!

The Auditor was invited to make a financial statement of the situation. He was a very competent official and went ahead with his statement confidently. But I wondered just why he should be there at all, making a private statement to an unauthorized body under conditions which were said to be not open to the press. Here, indeed, was a session of the invisible government bringing polite but actual pressure upon official government.

When the statement was finished the counsel for the committee asked the Auditor what economies he thought could be made to save the five million. The first answer was that heavy cuts had already been made when the budget was adopted, and that further cuts would be destructive. The two superintendents supported this view, and held that the policy of hiring cheap, substitute teachers, of crowding classes and of eliminating school services had brought the schools to a serious condition. The committee was sorry, but hadn't the Mayor written to the committee saying that the City was unable to take on any additional obligations? The statement of the Auditor that the city had always issued special revenue bonds to make up deficits did not impress the committee, especially since the special bonds would

certainly add to the City's burdens.

Take It Out of the Teachers

So back again came the demand from the counsel that suggestions be made to save costs. The Auditor replied that, of course, further cuts in salaries could be made. This suggestion was immediately popular with the committee, since over 90 per cent of the education budget is always in the cost of the personal service anyway. The counsel suggested the consideration of the project of shortening the school day in order that the teachers in regular positions could be required to teach double time for the pay they are now receiving. No outburst followed, which showed that everyone interested in the schools was sitting on his emotions. But the idea died for lack of nourishment.

Going to Authority for Ideas.

I was baited to attend this conference by the invitation of the committee which stated that it wanted to consider the question of whether the schools were doing what they should in training boys and girls for citizenship. I thought it was fine that a committee of business men was interested. The counsel told the guests that he had recently dined with the president of a great university, and that the subject of the efficiency of the schools came up. The president said he had recently come into possession of a school examination paper that was sixty years old. He had conceived the idea of sending copies of the examination to the heads of twenty school systems, with the request that the questions be given to children of appropriate ages. Nineteen superintendents had returned the paper, saying that it would be useless to subject their children to the proposed test because they couldn't meet it. I was asked to comment on this incident.

Laying the Trap

It was an interesting situation. Here was the great authority of a university president who inferentially had put the stamp of disapproval on present-day education, and also here was the powerful committee of bankers and such that would use whatever authority it could lay its hands on. Furthermore, there may have been involved in the challenge the possibility that one educational force, the Union, could be played against another, the official school system. However that may be, it did seem to me that there were far too many supposititious possibilities in the case to warrant un-

questioned acceptance of the story. But assuming validity, I gave the committee my views for whatever they were worth.

How We Pulled Out of It

I pointed out, first of all, that the test involved in the examination, as well as in the mind of the university president, was one of knowledge, and of a particular kind of knowledge. Not even a university president should assume that within sixty years there should be no change in the body of knowledge school children should secure and retain for examination purposes. Within that period of time human experience and knowledge have expanded enormously. Sixty years ago children learned everything by rote, and if they were high school children, which was assumed in the case described, they were the select few who were supposed to be "smart enough" to learn whatever was placed before them. And they had to learn it!

Within that period, also, we have passed from the agricultural era to the industrial era. Social and economic interests have developed and become complex. Education may have lagged, but the high schools now assemble practically all the boys and girls of that age, whether they are "smart enough" or not. The course of study has expanded from the few required subjects to a much larger number of required and optional subjects. We have changed from a purely national set-up to a vast international relationship, and the social relationship and significance of education itself has come into being.

Education has lagged, of course, in still holding that the "knowing" and the "recollecting" of facts is an important test. But, practically, education has gone far ahead of that in working on the basis of the theory that an education growth of the individual takes place in terms of understanding, in terms of his physical and emotional and aesthetic development, and also in terms of the comprehension of vast social relationships. Not even school superintendents intend all this, but we have to think of education as manifesting the process of evolution. There may be more educators who believe that tests of recollection constitute true education than there are scientists who believe that the world is flat, but we ought not to be proud of it.

This was not the answer wanted, but the hosts had to be polite.

Education for Democracy

American Federation of Teachers

Organized April 15, 1916
Affiliated with the American Federation of Labor

506 South Wabash Ave., Chicago, Ill.

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**"Where there is no vision,
the people perish"**

Proverbs, 29, xviii

The statement of President Green which appears in this number of the AMERICAN TEACHER was published on the front page of the April 29 issue of the CHICAGO FEDERATION NEWS under the caption

**An Appeal to Nation's Edu-
cators to Serve the Common
Welfare by Protecting Their
Own**

and prefaced by the following comment.

Editor's Note—William Green, President of the American Federation of Labor, issued a statement from trade union headquarters at Washington, D. C., on April 12, 1933, which demonstrates conclusively that logic is truly the science of the laws of thought, that assertion is the logic of ignorance and prejudice, while argument is the logic of wisdom and truth. Read the following and judge for yourself:

J. W. Crabtree, Secretary, National Education Association, says:

MY TRIBUTE TO THE TEACHER

There will be no moratorium on education. A moratorium on education would mean a moratorium on civilization. This is one of the reasons why teachers will continue the schools, pay or no pay. The nation, as it becomes aware of the services and sacrifices of teachers and of the great significance of their courage and farsightedness will show the appreciation that it has shown to its soldiers who sacrificed their lives for their country.

In the crisis of the seventies, I was amazed, as a boy, at the sacrifices made by the pioneer teacher of that day. Since then, I have observed that whether in time of famine or in time of plenty, the teacher has lived not for self, but for the children and the community. I have noticed that the selfish man or woman seldom remains long in the profession.

When the terrible days of the World War came upon us, who led in food conservation? Who led in the sale of liberty bonds? Who led in collecting food, clothing, and funds for the Red Cross? Who kept the schools going, whether funds were available or not? And what of the teachers of today? They are serving in a worse crisis than ever before. Their responsibility is greater. Environment is more destructive in its effect on children. The teacher-load is almost doubled. In spite of all this, the teacher is again leading in welfare activities. There may be a delay in pay—a month or six months—or the pay may be cut off for the year, yet the work of the school goes on!

Who is it that removes gloom from the lives of children who come from homes filled with sorrow and suffering because of the depression? Who is it that inspires children with courage and ambition? Who teaches them to look forward to better days? Who is it that is saving civilization in these dark hours?

All honor, therefore, to the teacher of 1933! Your courage and your devotion stand out as the safeguard of our democracy and as the hope of the nation!

Two Views

Mrs. Florence Curtis Hanson, Secretary, American Federation of Teachers, says:

RESPONSIBILITIES OF TEACHERS

It was many years ago that a great French social philosopher said, "Human nature is hard on those who suffer humbly from a consciousness that they are feeble to resist, or who are wearily indifferent to their fate."

This philosopher did not know the twentieth century school teacher and was not applying his words to him, but in the present crisis in the school world, we may well do so. The teacher himself may well ponder upon these wise words with reference to himself and to his future attitude toward the school and toward society.

Membership in the profession of education has long been based upon the ideal of service. The rewards have assuredly not been material. The chief rewards for work and devotion have been a sense of duty well done in a noble calling and the honeyed words of speakers who address gatherings of teachers, telling them once a year that they are the builders of the nation, and on every other day restricting their economic, social, and professional freedom.

In this day of disaster and trouble they may question where this devotion to the ideal of service has brought them, the schools, and society, and where the continuation of this idealistic attitude will bring them in the big job before them.

The teachers are out to save the schools. They are learning that they are living in a chaotic world, that our social order has broken down, that our economic system has gone upon the rocks, that they are suffering for a failure for which they are in no way responsible.

Education must expect to bear its fair share of any national burden, but education, and particularly the teachers, have been called upon for more than a fair share. Must education alone pay? Are the schools to be supported by the teachers? The question is raised, when teachers are unpaid for months, for years, when they contribute weeks of service without pay, are the schools free public schools or are they charitable institutions? Shall we turn our children into recipients of charity? Will that be a condition

Democracy in Education

conducive to the building of sound character and sound citizenship? Charity may be a good word, self-respect is a better.

The teachers of America have an unparalleled opportunity to show their intelligence and their leadership. If there is any intelligence and leadership among them, they will be used in protecting public education. It is peculiarly the teachers' field. Its safeguarding is their job.

The members of the great teaching fraternity owe it to themselves, to the children, to the nation, to take an intelligent, militant attitude, to place the burden of support where it belongs, while they assume their proper burden, to take the offensive against the enemies of public education, and uniting with their friends, fight their enemies until they have won for themselves their professional rights of security, plenty, leisure, and freedom, and for every child in America an equal opportunity for education, health, and happiness.

Legislative Representatives

We frequently hear something said about the need of legislative representatives. It is true we do need them. The AMERICAN FEDERATION OF TEACHERS realizes this perhaps better than any other groups. It would appear so since it sees to it that it is well supplied. The need of a state legislative representative is one of the strong reasons for its labor affiliation. The president of the State Federation of Labor is the legislative representative of every affiliated local. That is his chief business as president of the State Federation. Every bill introduced into the state legislatures pertaining to public education upon which affiliated teachers have taken a position has at the state capitals a competent lobbyist in the person of the president of the State Federation of Labor. No other group has the equal. He is a full-time worker of experience and ability.

At the National capital we have our own legislative representative, Selma M. Borchardt, who has done amazing work during this crisis in education. Her ability is recognized nationally and internationally. She is ready at all times to give advice and information on national legislation and on local legislation as well, as far as possible.

Besides Miss Borchardt at Washington, there is the legislative bureau of the American Federation of Labor at our disposal. Mr. Edward F. McGrady, legislative representative of the American Federation of Labor, has appeared before Congress for every educational bill endorsed by the organized teachers. He is recognized as a lobbyist of distinguished ability. His speeches before committees on educational bills this year have been unequalled in soundness and eloquence.

The American Federation of Teachers believes in legislative representatives and it has the best in the world.

Loyalty Pledges for Teachers

Those prehistoric-minded dames, the Daughters of the American Revolution, are busy again this year bringing to the attention of legislatures in five states their views of the need of placing the thinking of teachers under more effective control. The five states thus addressed are New York, New Jersey, Maryland, Kansas and Texas. The bill in the New York Legislature is on the way to passing, in spite of the fact that we have a long record of opposition in this state to such legislation.

In New Jersey the bill is further along toward adoption. If the bill passes, New Jersey teachers will have to take oaths to the following:

"I solemnly swear that I will support the Constitution of the United States and of the State of New Jersey, and the laws of the United States and the State of New Jersey, and will, by precept and example, promote respect for the Flag and the institutions of the United States, and of the State of New Jersey, reverence for law and order, and undivided allegiance to the government of the United States of America."

As if that were not enough, every foreign visiting professor who teaches for a time in a New Jersey college, supported in part by state funds, would be called upon to take an oath "to support the institutions and policies of the United States."

The American Federation of Teachers, the American Federation of Labor, and the American Civil Liberties Union are doing what they can to defeat this legislation. They have been successful in Texas.

—The Union Teacher.

Why Blame the Teacher?

At a meeting of teachers and citizens recently the question was asked, "Aren't the teachers to blame for this mess in which the teachers and the schools find themselves?" Again a letter from Florida asks, "What shall I say when teachers say to me, as they do again and again, that the teachers of Chicago and their organizations are to blame for the conditions in that city?" These and similar queries have been put to us many times. Propaganda against the schools is insidious and widespread. In a time of distress like the present when people have suffered much, they are a ready prey to this false propaganda.

The crisis in education is due to the breakdown of local taxation systems. The enemies of public education have been quick to take advantage of this situation. It is not the schools that have failed; it is not the teachers who have failed; it is our economic leaders who have failed. They have made egregious blunders and now look about for a scapegoat. Now they spread the propaganda that high taxation is the cause of all human misery and the scapegoat selected is the public school.

It is amazing that teachers themselves should be the victims of these false tales. They should know how much they are responsible for what is wrong in their community and in the country as a whole. We cannot deny that the majority of teachers have not taken the aggressive, militant attitude that they should have; we cannot deny that teachers have not been as well versed in economics as they should have; we cannot deny that they have been lacking in social vision. But may we ask how they differ in this respect from other groups? Teachers are after all a cross section of society. They know, as any other similar group, as much and no more of what is happening to the world. Moreover, they have been even less free to tell what they knew and to act upon their convictions. The educator that educates has been rare because of the coercion exercised by the robber barons of the modern era.

Let the blame fall where it belongs, on the economic leaders, the big bosses of a corrupt system, controlling and dominating, and now fearful of what they have done, seeking to place the blame on those they think the weakest to resist.

The American Federation of Teachers

The purpose of this article is not to outline the policy and program of the American Federation of Teachers but to state briefly and as clearly as possible the form of organization for the information of those who believe in the program and wish to become members. It seems clear that this form of organization is the form that is most effective.

The American Federation of Teachers is the national professional organization of classroom teachers affiliated with the American Federation of Labor. It is composed of local groups established throughout the country. It is organized according to the plan and system of the American Federation of Labor. Local unions compose the National, the American Federation of Teachers; national and international unions, of which the American Federation Teachers is one, compose the American Federation of Labor. Any member of an affiliated local is a member of the American Federation of Teachers and of the American Federation of Labor.

To quote the constitution:

"This organization shall consist of associations of public school teachers."

"Groups of teachers in educational institutions not supported by public funds, provided that such institutions are not conducted primarily for religious purposes, or for private gain," may be chartered.

"Any group of seven or more public schools teachers, . . . may be granted a charter."

Any teacher may join as a member-at-large if residing outside the jurisdiction of an established local, until such time as a chapter is formed in his locality to which he would be eligible.

The American Federation of Teachers is built up of autonomous units able to act on their own initiative, possessed of their own local offices, workers, and organizations. The practical work of an organization for teachers' welfare must be done to fit local conditions. A national organization furnishes the inspiration and social vision, the backing and the program, through its delegate conventions for a real campaign to better conditions. The American Federation of Teachers unites the autonomous local with the national policy forming body, and unites local and national with the champion of public education, the Organized Labor movement.

The Chicago Riots

Discouraged through months of payless service, disheartened by the listlessness of an apathetic public opinion, and disillusioned by an amazing series of broken promises on the part of public officials and banking interests, patient and long suffering Chicago teachers have at last begun to show their resentment in a manner that may not be as dignified as quiet starvation but their intention is understood by the people they desire to impress.

When the great mass of the teachers of Chicago came to know that their months of going without earned pay was not the result of the depression or a breakdown of local public finances but the deliberate attempt of the big business and banking interests to cripple if not destroy the public schools of Chicago, they became furious.

The banking interests had made a number of implied promises that if certain legislation was enacted and certain curtailments made in educational budgets the teachers would be paid by the purchase of tax warrants by the banks. Not less than four times, after all bank requirements had been met, the promises were broken.

True, the bankers' committee attempted to sell warrants to the general public after the banks had widely advertised that they were not satisfactory investments and after they had forced the Board of Education to agree not to issue warrants in less than thousand dollar denominations. This requirement in its Machiavellian cunning left the schools at the mercy of the large investors who send their children to private schools. Small denomination warrants would have given the citizen of small means the opportunity to save the schools in which his children were educated. The thousand dollar class of buyers bought city warrants but did not buy school warrants although the security and the manner of payment is identical in each case. The result is that the police and fire departments so necessary to protect large property interests are being supported. The schools necessary only to the humbler citizens are not.

The large banks of Chicago have so much money on deposit that they have lowered the interest rate paid on savings deposits and refuse to accept postal savings deposits at a very low rate. They are unable to loan their money on satisfactory security. In the past they have bought millions of Board of Education warrants

which have been redeemed. They have very few on hand at the present time and these are being paid.

The officials of the Reconstruction Finance Corporation have told the banks that the warrants would be accepted as collateral for a loan and that more than ample time would be allowed for a repayment. Notwithstanding the fact that the banks would net one per cent interest on the transaction without using a cent of their own deposits, they have been so much more interested in destroying public education in their own city than in this substantial profit that they refused to buy the warrants.

After the situation became clear to the teachers a series of demonstrations were arranged. The mayor was visited several times by thousands of teachers who crowded the halls of the City Building demanding their back salaries. Board of Education meetings were stormed by thousands. City Council meetings were likewise visited. The teachers were in less gentle mood at these meetings than in their class rooms. Notwithstanding the rather rough treatment accorded the public officials, the teachers have had better interest shown in their problems by these same officials.

A huge protest parade of teachers was held in April when not less than 28,000 teachers and their friends, carrying thousands of banners dealing with the situation in forceful rather than elegant language, stopped traffic in the heart of Chicago's business district for two hours.

On April 24th, the teachers marched en masse to the large banks and trust companies. At some of these they were met courteously, at others by hired guards and police who treated the teachers with little respect and considerable violence.

At the Chicago Title Trust Company, police clubbed one teacher about the head and slapped one woman teacher who entered the building after the glass door had been broken by the press of the crowd. At the City National Bank, the head of the institution, a former vice president of the United States and the largest known beneficiary of the Reconstruction Finance Corporation which he headed at one time, answered the teachers' plea for help with the (for him) characteristic reply, "To hell with the trouble makers."

The responsibility rests solely with the big business and banking interests for what may happen in the Chicago situation as THE AMERICAN TEACHER stated many months ago. This publication has for several years main-

tained that education was in its present plight because there was an organized attack against it by wealthy and powerful interests which began years before the depression and was not caused by the financial collapse but merely accelerated by it.

Will the kings of finance never learn until it is too late? With Iowa farmers desecrating court rooms and reducing judges to prayer, with deputy sheriffs wounded in eviction demonstrations in Seattle, and Chicago teachers being beaten away from banking institutions, can't they see that the throne totters?

Racketeers

Chicago is engaged in another of its numerous attempts to do away with racketeering, an institution not peculiar to that metropolis but perhaps made famous by the great success of certain Chicago racketeers.

The word "racketeering" like all new and popular words comes to have different and perhaps confusing meanings as time goes on. Originally and to most people it probably still means the practice of an outside influence illegally and unofficially forcing its way into a legitimate occupation for the purpose of laying financial tribute. Labor unions and commercial businesses have alike been victims of the nefarious practice.

A most perfect example of racketeering exists in Chicago and all other cities at the present time which is being aimed at a higher mark than a union or a commercial enterprise. It is aimed at the very government itself. The wealthiest citizens of the community, organized through the bankers, have formed "Citizens' Committees" to control public expenditures and public affairs generally. They have "muscled in" illegally by virtue of great financial power which, while more insidious, is at the same time more brutal than physical force. Through increased interest rates charged the governments for loans and salary cuts for employees which lessen their taxes they force tribute from the whole community in a much more disastrous way than Al Capone, who was proclaimed as "Public Enemy No. 1" by the bankers and their journalistic friends, ever did.

While many good Chicago citizens may not recognize the bankers and their friends as racketeers, one great Chicago group did when it proclaimed by unanimous vote, Fred W. Sargent, president of the Chicago and Northwestern Railway and chairman of the bankers' "Citizens' Committee" as Public Enemy No. 1, a position which

has been vacant for some time due to the temporary residence of Mr. Capone in Atlanta. The Chicago Federation of Labor which took the above action has had enough trouble in the past with racketeers to know them on sight.

Inflation

Apparently the income of the public school teacher and in fact every other public employee is about to be practically eliminated. After a series of disastrous salary cuts, the purchasing power of what is left is to be further reduced by the deflation of the dollar.

No one will suffer more than the public employee who will find it impossible to have his salary increased for a period of several years however much its purchasing power is lowered. A wage cut can come quickly but an increase which must be preceded by re-assessment, levy, and collection of increased taxes is necessarily a matter of years.

The public employee should stop, consider, and engage in much reflection before he endorses any inflation, deflation, or confiscation policy too heartily.

Mr. Lefevre and the Saturday Evening Post Corrected

Herbert N. Morse, Assistant Commissioner of Education of the State of New Jersey, gives some figures quite at variance with the figures given by Edwin LeFevre in the Saturday Evening Post of January 28.

Mr. Morse says:

The statement that \$137,500,000 was spent for educating 880,000 pupils in 1931-32 was false. This amount represents the entire receipts for education in 1931-32. The total actual expenditures for education in 1931-32 was \$115,875,079.64, which does not include capital outlay of \$10,616,850.21 derived from bonds and notes issued, which would be repaid in the future from tax levies and shown in future debt service charges, and tuition transfers from one district to another. This expenditure of \$115,875,079.64 includes expenditures for the State Department of Education, State Normal and Teacher Colleges, appropriation to our State University, and other special State educational institutions, teacher pension and annuity fund contributions by the State, and all expenditures in local school districts and counties including debt service.

In reference to the value of school property as compared to farm property, I beg to advise that this statement is approximately correct. The value of school property was based on actual cost and farm property on assessed valuations. When you consider that our State, according to the 1930 Census, was 82.6 per cent urban and that the value of farm property, according to this Census, was \$355,387,510, which was only 5½ per cent of the assessed valuation of our entire State, the value of school property in this State is not excessive.

Asst. Secretary of Labor, Edward F. McGrady

Edward F. McGrady, who, four years ago, was "deported" as a "dangerous agitator" from Elizabethton, Tenn., has been appointed by President Roosevelt to be First Assistant Secretary of Labor.

Mr. McGrady has been a national legislative representative of the A. F. of L. since 1920 and is widely known in industrial and political circles. During the railroad shopmen's strike in 1922 he was assigned by the Federation to Iowa, Kansas, and Missouri.

He has taken part in a number of Progressive political campaigns and, in 1924, "stumped" the country for La Follette.

In 1929, he was sent by President William Green of the Federation to Tennessee to help the Elizabethton rayon mill workers in their strike against starvation wages.

Hardly had he landed in Elizabethton when a mob of "open shop" business men kidnapped him and, after dumping him in the country 40 miles away, warned him not to come back if he valued his life. In spite of the threats he returned to Elizabethton immediately and stayed there throughout the strike.

He has been a member of the Pressmen's Union since 1900, and was one of the founders of the union's sanitarium for tubercular members at Pressmen's Home, Tenn.

Before joining the A. F. of L. staff he was pressroom foreman on the Boston "Herald and Traveller", president of the Boston Central Labor Union, vice president of the Massachusetts Federation of Labor, member of the Boston city council, and representative in the state legislature. One of his fellow members in the latter body was the late Calvin Coolidge.

In recent years he has been the most effective spokesman of American Federation of Labor demands before committees of the Senate and House, and before public gatherings and radio audiences in the East and South.

Mr. McGrady, in his new post, will deal with questions of unemployment, deportation abuses, minimum wage and shorter-work week legislation, and many other problems on which he will advise Secretary Perkins.

He is one of the most personally popular and outspoken men in the American trade union movement.

And in addition he is one of the best friends of the union teachers.

Vox Magestri**Very Flattering**

1846, 12th Avenue West,
Vancouver, B. C.,
February 4th, 1933.

Editor, American Teacher,
Chicago, Ill.

Needless to say, I have enjoyed the AMERICAN TEACHER very much indeed; it coincides with my own views perfectly and gives me an insight into conditions in the states such as no other journal can provide. Where children are concerned one always gets down to bedrock. They are a mirror through which a nation reveals itself at once, perhaps even more than through the treatment accorded to its women-folk; the latter are not quite so helpless as the children.

You will be glad to learn that I have not kept the Teacher entirely to myself and that the February issue furnished valuable information which the mover of the motion did not fail to make good use of.

I shall keep you in touch with conditions as they develop here; if the depression continues, anything may happen.

Sincerely yours,
D. OGILVIE.

Thank You

400 E. Kingston Ave.
Charlotte, N. C.

American Federation of
Teachers,
Chicago, Ill.

Dear Mrs. Hanson:

We have, that is the officers have, received their copies of the magazine. The AMERICAN TEACHER, if nothing else, is well worth the membership.

Sincerely,
MARGARET JONES, Tem. Sec.,
Charlotte Local No. 249.
4753 Beacon St.,
Chicago, Illinois,
January 29, 1933.

The American Federation of
Teachers.

Dear Sirs:

I have just read your magazine of February, 1933. One of its articles surely covers all of today's troubles in the economic field. It proves that what has been guessed at is true; that the "whole mess we are in" has been caused by a group of bankers in New York City.

I believe nothing will be better until their awful hold upon the finances of the country is broken.

There is little that the average person can do to help straighten things out. However, I want to purchase two copies of the February number of your magazine to give to interested persons. They in turn can pass them on to others.

People might be aroused to action if these truths were more widely known. Speaking of action, we read much and feel enlightened, yet what can we do without plans and organization? Many tell us what our troubles are, but no one has so frankly and definitely written them as Mr. John P. Frey is his article "Banking and Bankers," vol. 17, No. 3.

It would be good if as many of these articles as possible were put into the hands of the people who have suffered through the oppression of the banking "ring."

What is the good of the vote if super-legal powers dictate the policies of cities and governments to our elected ones? If we don't do something soon there will no longer be a "Land of the Free".

Enclosed please find 50 cents for two copies of the magazine I refer to.

Yours in sympathy,
M. L. REDMAN.

Fairmont, W. Va., Feb. 27, 1933.
American Federation of Teachers,
506 S. Wabash Avenue,
Chicago, Ill.
Greetings:

This is to acknowledge receipt of your Teachers' Journal which I have been receiving through your courtesy and which I have enjoyed reading very much. Yours is a real trade union journal. After having read the Journal I have been taking it to our Central Labor meetings, and our delegates through reading it have been very much impressed with the work that your organization has been doing in the interest of the schools; so much so in fact that the Council has instructed me to write you and request that you place on the mailing list of your Journal, the Fairmont High School and the Fairmont State College, feeling that this might be the means of organizing the teachers of our city.

MONONGAHELA VALLEY TRADES
& LABOR COUNCIL,
Joe R. Diggs, Secretary.

I want to compliment you on the April issue of The AMERICAN TEACHER. It is full to the brim with excellent material.

C. H. WILLIAMS,
Secretary, W. F. E. A.

Washington, D. C.,
December 31st, 1932.

I read with great interest recently of your efforts in regard to the organized opposition to educational budgets throughout the country, and I believe that the course you are following will have permanent benefits. I have been deeply interested for a number of years in the study and development of subjects having to do directly and indirectly with motives underlying such activities as you described and I believe that not only the younger generation but all the people, as well as the teachers, are being seriously and fundamentally affected, as the result of a well organized campaign of a very subtle nature.

It is very difficult, almost impossible, for people generally, to believe in the existence of a definite plan by one element of society against another, particularly where the motives are, for the time, somewhat obscure and execution of the plan a matter of years, even generations; and periods of depression such as that through which we are passing, and I say "passing" with reservations, are anticipated and selected as conducive toward, and opportune for, the furtherance of the purposes in question.

It took decided courage to speak as you did in view of the potential strength of those you attacked, but it was the thing to do for in no other way will the encroachment upon your rights and material needs be checked, and I hope there will sometime be an opportunity to talk this over with you at length as it holds a serious and far reaching danger.

H. RALPH BURTON,
Attorney and Counselor at Law

Madison, Wis.
April 12, 1933.

Thanks for the AMERICAN TEACHER. It is an excellent issue, and I enjoyed it very much. I only wish that every teacher in the country could read it.

BERTRAM ENOS.

Memphis, Tenn.,
February 27, 1933.

I have read all the recent numbers of the AMERICAN TEACHER with great interest. The last is certainly an eye-opener or would be if we could get those who most need awakening to read it and ponder.

Carlotta Pittman.

They Say

FRANKLIN D. ROOSEVELT
President, United States
of America

We have faith in education as the foundation of democratic government. . . . Our schools need the appreciation and cooperation of all those who depend upon them for the education of our youth—the state's most valuable asset.

JAMES ANGELL
President, Yale University
New Haven, Conn.

No man who knows his history can doubt that maintenance of the educational process from kindergarten to graduate and professional schools is one of the most indispensable safeguards against a type of calamity compared with which economic disruption is negligible child's play.

BRUCE BARTON
In "The Oklahoma
Teacher"
December, 1932

In times like these, invest in boys and girls. Men talk about buying stock at the bottom. When you invest in a boy or girl you are always buying at the bottom. You are sure that the youngster is going up, and there is no telling how far. I invite every man and woman in America to take a flyer in Childhood Preferred. I predict a great future for this security. It has investment merit combined with the most exciting speculative possibilities. You are sure to get a man or a woman; you may get a great man or a great woman.

HARRY FLOOD BYRD
Governor of Virginia

A system of sound public education from the primary school to the university must offer instruction to all the people the better to equip them to discharge their duties as citizens of a representative democracy. Our public schools are the dynamos of democracy and the hope of the state and nation. Education is the most difficult of all public functions. We share the faith of Jefferson that we may trust men and women to preserve our representative democratic institutions if only we will train them.

ORVILLE J. TAYLOR
President, Chicago Board
of Education

The situation has reached such a point that the schools must close. It may mean a change in our curriculums. We must protect as much as possible the rights of the children and *above all* the credits of thousands of boys and girls graduating from our high schools who are planning on going to college next fall.

JOHN DEWEY
Professor Emeritus of
Philosophy, Columbia
University

One of the first steps to be taken practically in effecting a closer connection of education with actual social responsibilities is for teachers to assert themselves more directly about educational affairs and about the organization and conduct of the schools: assert themselves, I mean, both in the internal conduct of the schools by introducing a greater amount of teacher responsibility in administration, and outside in relation to the public and the community. The present dictation of policies for the schools by bankers and other outside pecuniary groups is more than harmful to the cause of education. It is also a pathetic and tragic commentary on the lack of social power possessed by the teaching profession.

THE AMERICAN FEDERATION
OF LABOR
American Federationist
February, 1933

What is first needed in this crisis in education is to survey quickly the possible sources of funds, and thus to provide against emergencies that might result in curtailments in educational opportunities and permanent injury to the boys and girls of today. As the gasoline tax yields constant flow of revenue, which in most localities yields large sums for road building and in some instances surpluses, road building should yield priority to education of children. Labor is primarily interested in preventing this depression from destroying our social assets, as it has wiped out financial values. If a nation has man power and intelligence all things will be added. Without these all else is vain.

VIERLING KERSEY
Supt. of Public Instruction,
California

Democracy of educational opportunity cannot be divorced from the social welfare of the state. The two are directly and intimately associated. Elimination and curtailment of essential educational services means a direct loss to society itself, and a regression from democratic principles of freedom and equality. The continued welfare of a democratic society is absolutely dependent on maintaining the integrity of public education and upon retaining the inherent democratic characteristics of our public school system.

Education or Catastrophe

Ratification by Ohio of the Child Labor Amendment to the Federal Constitution brought to ten the number of states which have taken this action. The other states are Arizona, Arkansas, California, Colorado, Montana, North Dakota, Oregon, Washington, and Wisconsin. Ratification resolutions are now pending in several other legislatures.

The Mid-year Meeting of the American Association for Labor Legislation is to be held at Detroit during the annual convention of the National Conference of Social Work, June 11-17.

Education Is Economy.—The Reverend Joseph P. Hicks of Los Angeles, Calif., is a candidate for membership on the Board of Education of that city. He is making his race on the slogan: "To educate is to economize."

Fewer Teachers.—Due to the depression and the consequent demand for "economy," Pennsylvania has approximately 700 fewer public school teachers this year than last, the department of public instruction reports. The drop is the direct result of action by local school boards in not filling vacancies and the merging of classes and buildings. In some districts supervisors have been returned to teaching position to fill vacancies.

10,000 Teachers Strike in Ireland Over Salary Cut.—Ten thousand national school teachers throughout the Free State staged a one day strike on April 26 in protest against salary cuts imposed by the government.

Compulsory Military Training Upheld in N. D.—Pacifists and advocates of preparedness threw down barrages in the House of Representatives, North Dakota, as the bill to abolish compulsory military training was brought to a final vote and defeated. The vote was 49 to 54.

The Dubuque Teachers Association has petitioned the Board of Education that the adoption of the retirement age be extended from sixty-seven (67) to seventy (70) years, or that said ruling be suspended during this time of extreme depression.

Muzzey Lists of Fifty American "Immortals" Includes Gompers and Debs.—Only two labor leaders were included in a list of fifty American immortals made public by Dr. David S. Muzzey of Columbia university last week. The two are Samuel Gompers and Eugene V. Debs. Most of the list are authors, political leaders, and scientists, with a sprinkling of bankers and industrial magnates. Herbert Hoover is included, not for his work as President, but for his war-time services. The name of Calvin Coolidge was "omitted advisedly."

Dismiss Dr. Yard as Religious Work Director at Northwestern University.—Dr. James M. Yard has been dismissed from his position as director of religious activities at Northwestern university, which he has held for the last five years. University officials would not comment on reports that the dismissal was caused by Dr. Yard's activities in behalf of Socialist organizations and his alleged leaning toward atheism. Dr. Yard himself expressed a belief that the action, which he said "came out of the blue sky," was taken as a result of his outspoken views on peace and war, race relations, and economic matters. He denied that he was an atheist.

Teachers Clubbed in Riot.—Fists and clubs were swung vigorously as Chicago school teachers, policemen and bystanders clashed in hand-to-hand fighting during an invasion of the Chicago Title & Trust Company.

In the most sensational and disorderly demonstration so far staged by the unpaid school teachers, at least two teachers were slugged, several others were slightly injured, five women fainted and had to be carried out of the company's building, policemen and bank guards were scratched and battered by women teachers, newspaper reporters were slapped, pedestrians pushed around, and many in the infuriated crowd lost hats.

Additional police reserves were summoned to the City Hall when some 1,400 teachers attempted to "crash" the council meeting. The police lined up three deep to hold the teachers back. The teachers were belligerent, yelling at the tops of their voices for their rights as voters to enter the council chambers.

Seventy Precious Dollars.—A private corporation supplies water to the small settlement on Clifford Island, a small stretch of land in Long Island Sound, N. Y. A couple of weeks ago the village was unable to pay its monthly water bill, amounting to \$70. So the private corporation shut off the water supply, and all the entreaties and prayers of the villagers failed to persuade the corporation to release a fresh supply of water. "Last September we cut off the water," snapped E. T. Cranch, president of the corporation, "and they paid up. Let them pay up now."

Municipal Plant Keeps Schools Open, Solvent.—Although dozens of schools in Arkansas have closed and hundreds of others are nearing the end of their rope, Bentonville children will continue to be taught by well-paid school teachers because Bentonville's 35-year-old municipal light and power plant is a generous uncle to the city's school system and other public services.

It will contribute \$1,000 a month to meet school bills until the present term is closed. Last year it put \$7,000 into the school system, and a few years ago contributed a similar sum toward a paving project. City employees take great pride in the efficiency of the service maintained by the municipal plant. A few results of this efficiency are: no bonded indebtedness, no city automobile fees, no occupation taxes on persons doing business in the city.

Educational Bribery Unlimited.—Colleges and universities having military training units to which students increasingly revolt, will welcome the news that another method of popularizing the military has been discovered. It's easily put into practice and can be used in lieu of polo ponies and girl colonels, if the civil educational authorities are sufficiently docile. For instance, at Rose Polytechnic Institute military drill was changed from compulsory to optional last spring, but—and here's the latest in educational bait to lure the boys into the trap:

"At the same time they (the Board of Managers) voted to increase the value of credits received from military training 50 per cent. This was done, according to the Board, to popularize the military training courses and continue to have a strong R. O. T. C. at Rose."

—Terre Haute Star.

No Pay in Two Years; Teachers Suffering.—After waiting two years for a payday that never came, patience has ceased to be a virtue to Alabama's school teachers and they aired their grievances at a meeting of their federation here today.

They demand that more than \$7,000,000 of IOU's held by them and their creditors be turned into cash and that arrangements be made to meet payrolls promptly in the future.

Children.—A 60 per cent increase in the number of children in foster homes in Ohio between July, 1929, and July, 1932, is reported by Governor White's Commission on Unemployment Insurance, and during the same period the number of dependent children maintained in institutions has increased 16 per cent, the Ohio Labor Research Association declares.

The deplorable condition of many Ohio children still living with unemployed parents was described at a hearing of the Unemployment Insurance Commission by a director of the Vocational Bureau of Public Schools as follows: "I think we are thoroughly convinced that many of these children have only one meal, and at that a very scanty one, at home, which is usually in the evening. They come to school without breakfast and luncheon."

New York Aldermen Urge Big Bank Salaries Be Cut.

The Board of Aldermen unanimously adopted a resolution asking the Legislature to empower the State Superintendent of Banks to regulate the salaries of officers of banks under his jurisdiction. The resolution pointed out that the bankers have insisted that the city "economize" by reducing the pay of clerks receiving as little as \$2,000 and of higher paid officials as well. It added that they could help to restore faith in bankers and in banking by reducing their own salaries, some of which the resolution stated, are as high as \$1,000,000 a year.

School Attendance to 15 Years Urged by N. Y. Labor Leaders.—Immediate passage of the Desmond-Bernhardt bill raising the age of compulsory school attendance from 14 to 15 years was urged by labor leaders and social workers at the hearings on the bill before the Senate Judiciary Committee of New York.

Dr. Abraham Lefkowitz, representing the American Federation of Labor, declared that if the Nation were to avoid "social suicide," it should compel as much education as possible.

The only opposition came from representatives of the Western Union Telegraph Company.

Closing of the University of Oklahoma is proposed by a bill before the Legislature of that state. Money saved is to be used for the support of the common schools.

The National Federation of Music Clubs offers \$1,000 for the best symphony, \$500 for the best woman's chorus, and \$500 for a trio for violin, cello and piano. Those interested should write to Miss Virginia H. Anderson, 22 Rhode Island Avenue, Providence, Rhode Island.

In the education of the future all children will be taught to waste time pleasantly and profitably, as methodically as they are now taught the multiplication tables. Only criminals will be required to sit on committees or attend public meetings and so average mortals will have time to cultivate the virtues.—(From "The Bells of Thyme." A Novel by Katherine Dodd.)

President Green Denounces Cuts in School Funds

Emphatic denunciation of the action of the House of Representatives in slashing appropriations for the public schools and allied institutions of the Nation's capital \$3,633,917 was expressed by William Green, president of the American Federation of Labor, in a statement urging Congress to provide sufficient funds to permit the schools to function in a proper and adequate way.

Over 80,000 children attend the public schools of the District of Columbia. The reduced appropriation not only cripples the schools themselves, but also reduces the funds for libraries and playgrounds.

"The reduction in the appropriation for public schools, which is included in the District Appropriation Bill, will greatly weaken and greatly injure the service and influence of the public schools of the District of Columbia and their teaching staff," Mr. Green said.

"The public schools of the Nation ought to be maintained upon a high plane. The teachers who give such faithful service ought to be paid decent wages; their wages should be commensurate with the requirements of their social and economic standing. The impoverishment of the schools means intellectual bankruptcy and human retrogression.

"To starve the schools, to deny them the use of adequate funds with which to carry on public school work, can only be interpreted as a severe blow at the intellectual and social life of the community.

"If necessity compels the curtailment of every other civic and community activity the efficiency and service of the public schools should not be lowered.

"The more favored among the people of the United States may find it possible to supply education to their children even though public school activities may be curtailed.

"The masses of the people cannot do this. They depend upon the public schools. Our system of public school education is an institution which is near and dear to the hearts and the lives of the working people and the masses of the country.

"Organized Labor has always fought for the preservation and protection of our public school system.

"The thousands of members of Organized Labor who live in the District of Columbia do not want to see their children deprived of all opportunity to secure an education because of the curtailment of educational facilities.

"It is in their name and for them that the officers of the American Federation of Labor express the hope that the Congress of the United States will restore to the appropriation bill the amount of money necessary to enable the public schools of the District to function in a proper and adequate way."

Estimates based on data supplied for a special 1932-33 study indicate that the cost of education per child per day in school has been cut 14 cents since 1929-30. This means a decrease in per capita cost of 22 per cent in three years.

In 1930 the average cost per child per day of educating a child in the public elementary and high schools was 62.8 cents. In 1933 it is estimated the figure will be 48.7 cents. Federal Office of Education statisticians have reason to believe that when final data are in, the resultant average may be even less than 48.7 cents.

BOOKS

"There is no frigate like a book
To bear us lands away."

—Emily Dickinson.

THE LINCOLN LIBRARY OF ESSENTIAL INFORMATION. 2112 pp., \$15.00, buckram binding. The Frontier Press, Buffalo, N. Y.

It is no exaggeration to say that this volume—one-volume encyclopedia—is the best one-volume reference book published in this country; in fact, in the entire English-speaking world. In letter as well as in spirit it genuinely represents what its name stands for: A LIBRARY OF ESSENTIAL INFORMATION. And it is literally a library of hundreds of books, a mine of information. Between its covers one can find the gist of the best books written and published in the civilized world—the essence of all available facts and knowledge in all domains of human cognition.

The compilation of this volume was entrusted to a group of scholars and savants, each of whom is an expert in his respective field of endeavor, and all chapters and articles in the book, though prepared with a simplicity so that the average reader will find no difficulty in understanding, are up-to-date and fully authoritative.

This encyclopedia is prepared in a form which is rather a departure from what we are accustomed to regard as an encyclopedia. The book is not arranged alphabetically, but is divided into twelve distinct sections into which the entire sphere of human knowledge is compressed by as many classifications. While this arrangement may not offer some of the advantages of an alphabetically-divided reference work, it has a number of compensating features. While with a regular encyclopedia a person has to spend a good deal of time in consulting various topics related to a certain subject, he finds in the Lincoln Library of Essential Information the treatment of a phase of human knowledge, with all its related subjects, under one heading.

The Library is divided into 12 principal classifications—comprising the entire scope of human cognition: The English Language, Literature, History, Geography and Travel, Science, Mathematics, Economics and Useful Arts, Government and Politics, Fine Arts, Education, Biography, and Miscellaneous—each of which contains the very latest and most authentic facts and investigations in that field of human knowledge. Each classi-

fication in turn is divided into sub-classifications, which nicely and methodically compress the essence of all related phases of human knowledge.

So, for instance, under the classification of History, we find sub-classifications, as American History, British Empire History, World History, etc., which in turn are divided into sub-headings, such as Exploration, Colonization, Revolution, Territorial Growth, etc. under American History; and England, Scotland, Wales, Canada, Ireland, etc.—under British Empire History. And thus a student desirous of learning of a certain phase of American history, simply has to turn to the main classification, History, and there find all the information he desires in their proper groupings and in one continuous treatment. Obviously, such a method affords a great saving of time and energy.

The sections on Education and The English Language are of particular interest to the members of the teaching profession. In them the teacher will find all the significant facts relating to the history, methods, procedures of education, and in The English Language he will find the best practical manual of the English language available. Here the teacher will find the subject treated under the following headings: The History of the English Language, Good Usage, Word Building, Derivation of English Words from Latin, Correct Spelling, Correct Pronunciation, Forms of Literary Composition, Letter Writing, Synonyms and Antonyms, and others. Here is all one wants to know about the principal facts of the English language—under one heading. In a regular, alphabetically-arranged encyclopedia all these informations are to be found, no doubt, but what an expenditure of time and energy is required to gather all the data in the various groups and sub-groups of the subject scattered throughout a number of volumes.

Unhesitatingly I recommend the Lincoln Library of Essential Information to the teaching profession as the most interesting and the best one-volume reference work for the home and the class room.

Illiteracy has decreased about 2 per cent since 1920, but there are still 4,283,753 persons—the largest percentage being "pure native stock"—in this country who are more than 10 years of age and unable to read or write in any language, according to U. S. Census Bureau figures.

THE AMERICAN TEACHER

CIVIC ATTITUDES IN AMERICAN SCHOOL TEXTBOOKS. By Dr. Bessie L. Pierce. University of Chicago. \$3.50.

Those of us who have been startled by the danger of human retrogression as seen in the madness of Hitlerism in Germany should study carefully this volume by Dr. Pierce in which she makes a most careful and searching survey of what the textbooks say to the children of our nation. Judged from the viewpoint that the world is economically interdependent in the 20th century, the majority of the textbooks develop attitudes which are a menace to mankind and inculcate doctrines which make easy the path to power of the ruthless adventurers who personify the nationalist ego-mania which knows no bounds. Particularly should educational workers profit from Dr. Pierce's analysis, otherwise they may be agents in helping on the suicide of mankind. Another section, or perhaps a whole book, is needed to supplement the authors' industrious research which will deal with Trade Unions and Social Protest Movements in the Textbooks.

VAN LOON'S GEOGRAPHY. Simon and Schuster. \$3.75.

It seems carping in a belated review to criticize a writer who has made a book on geography into a best seller. However, for some time to come we shall be asked what we think of Henrik W. Van Loon's attempt to popularize geography, and it is well to know the blemishes and failings of his map caricatures and his attempt to brighten up the old accumulations of unassorted facts with would-be wisecracks and analogies some of which are superficial and misleading. Many of the remarks in this geography are more entertaining than enlightening; truth is sacrificed to make an epigram or a too facile generalization. His reference to England as "rapidly becoming an overpopulated island somewhere off the Dutch coast"; his dismissal of Scotsmen as suffering from "general lack of emotions"; his praise of the French peasants; and his references to Japanese expansion into Manchuria as caused by pressure of population are examples of loose thinking. Mr. Van Loon on p. 401 goes out of this way to slur trade unionism, for in speaking of the Australian workers he says:

"... these have been so thoroughly steeped in labor union lore that they are among the world's

most incompetent and indifferent workmen and cannot live without a great many public holidays, devoted to sport and horse-racing."

In his mishmash of history he attributes the adoption by England of a maritime career to the fact that Henry VIII fell in love with Anne Boleyn and divorced his wife thus breaking with the Pope and having to challenge the ocean supremacy of Spain. Mr. Van Loon wants to make a wisecrack about British cooking so he gives the impression that the town of Bath is in the "Cotteswold" Hills. Apparently the author sees no difference in the early Communism of the Christian Church and that of the Bolsheviks. And there are many more minor inaccuracies and half truths.

Certainly geography needs humanizing and popularizing. We need to look through the small end of the telescope as well as through the microscope to get the world into perspective. Or, to change the metaphor, we need a picture of the world to avoid getting lost among the trees. But Mr. Van Loon having no guiding principle merely takes all the usual jig saw puzzle pieces and paints them gaily with epigram and wisecrack and with his ingenious drawings, but he does not piece them together into an understandable whole.

WORDS CONFUSED AND MISUSED, Maurice H. Weseen, 310 pp., \$2.00. Thomas Y. Crowell Co., New York.

Many intelligent men and women—even some with high school and college education—are careless in their speech and succumb to the dialect of the street corner. While spotless in their dress and mannerisms, many of them seem to be unconscious of the fact that the manner of speech and the nature of the vocabulary are as much a part of their personalities as their dress and manners. While they avoid association with the vulgar elements of the street, they nevertheless fall to the level of the street in their speech. Mr. Weseen has performed an important duty by ably and alphabetically classifying the pitfalls of the English language and by showing us how to avoid them.

Many a person labors under the delusion that one synonym is as good as another and as such may be indiscriminately used. Such a person obviously needs to read Mr. Weseen's book. In "Words Confused and Misused" he will learn that though a word may have many related synonyms, they will not produce the same effect in the same place. While, for

instance, *Listen* and *Hear* may be synonyms, they do not imply the same meaning. For one may listen without hearing and, conversely, one may hear without listening. The same thing applies to *vacant* and *empty*. Though synonyms, they may give diametrically opposed implications. A house may be empty and not vacant; on the other hand, it may be vacant and not empty. Also, it may be both empty and vacant.

The book is filled with such nice contrasts of English words. As a companion volume to the dictionary, it is both indispensable and invaluable.

THE PATHBREAKERS FROM RIVER TO OCEAN. By Grace Raymond Hebard. Arthur H. Clark Co. \$2.50.

This is the sixth revised and enlarged edition of a widely used text which shows the conquest of the continent—the westward march of hunter and trapper, settler, gold digger, and cowboy until the railroads replaced the old trails of the covered wagon and the pony express. Dr. Hebard deals very lightly with the dark side of that story; is very non-committal about the reason why the Mormons had to move out to Salt Lake; pictures the extermination of the Indians as largely the result of their own treachery; and looks with rosy-hued spectacles upon the exploits of Astor and James J. Hill, the railroad king. She feels much more at home with Kit Carson and Buffalo Bill. No doubt the unemployed workers now stealing a ride on the modern iron trails of the Great West feel that there are still some pioneering struggles necessary.

About Teachers

Have you read, "The Bells of Thyme," a novel by Catharine Dodd?

Perhaps the following quotation will make you say, "She knows about teachers. I must read the book and see if she knows other things as well."

Or you may say, "She knows nothing about teachers. I do not want to read the book."

The gravest danger of the teaching profession is that of falling into superiority, and only a strong sinner, or a strong saint, can withstand it. It is a severe strain to go on year by year putting elementary knowledge into immature minds and it must inevitably in the end make a woman a prig, an iceberg, a hedgehog, a mole, a crab, a door-nail or even worse. And the men teachers? Their case is different because they are already superior. And too, nobody ever expects them to set good examples to anybody. Lastly, most men are already prigs, hedgehogs, etc., and one does not mind it in them so much as in women.

NUGGETS OF KNOWLEDGE, 427 pp., \$2.00, George W. Stimpson.

POPULAR QUESTIONS ANSWERED, 426 pp., \$2.00—George W. Stimpson. George Sully & Co., Inc., New York.

As we go through life we are confronted with many facts, stories, superstitions, legends, customs, etc.—the causes and origins of which are at times puzzling. Though widely current, the origin of certain sayings, customs, traditions, etc. are known to few, even among the intelligentsia. The Nuggets of Knowledge constitutes an interesting selection of facts and puzzles that have gained wide currency, to which the author supplies interesting answers as to their origin and nature. If the reader wants to know, Why Indians have no beards, Why a Salute consists of twenty-one guns?, Why a Typewriter keyboard is not arranged alphabetically?, Who cut Samson's hair?, What President's wife smoked a pipe?, What American State is nearest to the North Pole?, What Laws were written in blood?, and the reasons for thousands of other interesting facts—he will find entertaining answers in this book.

POPULAR QUESTIONS ANSWERED is a companion volume of Nuggets of Knowledge, and in this volume the author briefly and interestingly answers hundreds of problems that continuously pop up in our study of history, geography, science, politics, etc. For mental gymnastics and for club room entertainment, these two companion volumes will prove highly fruitful as well as interesting. For adolescent boys and girls they will prove sources of endless joy.

INDEX TO LABOR ARTICLES, published by The Rand School of Social Science. \$2.00.

Every important publication in the English language, inside and outside the labor movement, which runs articles on labor, in any aspect, on conditions here or abroad, is covered. The list now being revised and brought down to date will be sent on request. Most are official organs of various groups in the labor movement.

If you seek an expert, inclusive, and significant source of labor bibliography, it is to be found in *Index to Labor Articles*. The order of topics follows the sections in the American Labor Year Book, which has become the standard work in its field.

A New Progressive School

WILLOW BROOK SCHOOL will open its first summer session this year at Stan-fordville, Dutchess County, N. Y., under the direction of Nellie M. Seeds, Ph.D.

Willow Brook is a delightful old farm of over 200 acres, well off the main highway, and secluded among the wooded hill-sides of northern Dutchess County. A lively brook running close to the house not only adds charm, but will furnish opportunity for swimming and dam building. The farm will be operated as a farm with all the varying activities, and the children will not only participate in the work, but will have a real share in its organization and direction. In other words the entire daily life will be utilized as educational material, and a cooperative community built up by the children themselves on the level of their own understanding.

The effort will be a conscious one to prepare children for a juster social order than the present one. Not through the advocacy of any particular political philosophy, however, but rather through discipline of learning daily through doing and living, will the children receive experience in responsible planned and socialized living. Freedom of initiative and self expression will be stimulated, but always limited by the social situation. The daily program will include animal care, gardening, landscaping, forestry, dam building, and other construction work, shop and craft work, cooking and preparation. Each child will be required to participate in accordance with his age, interest, and ability. Afternoons and evenings will be devoted to sports, swimming, hikes, games, dramatics, community singing, and camp fires. While each will have his responsibilities to meet as a member of the community, he will also have time in which to dream his own dreams, and work out his own projects.

The school is prepared to accommodate 25 boys and girls, from seven to fifteen.

Dr. Seeds was former Associate Director of the Rand School, N. Y., and also for over five years Director of the Manumit School, at Pawling, N. Y. She is a graduate of Bryn Mawr College and holds a Doctor's degree from the University of Pennsylvania.

Skyline Pioneers

New Camp School for Unemployed Adults Opened April 3

Rich Mountain, Arkansas.—In a rugged camp among a grove of hardwood trees on the top of the highest range of the Ouachitas a mile and half from this village, SKYLINE, a pioneer camp school for unemployed adults opened for its first session on April 3.

Limited at the beginning to twenty unemployed adult workers who are not afraid to rough it for the sake of an education and who have had farming, industrial, or other working experience, SKYLINE will start a new type of adult education for workers in America. The summer camp school which lasts for six months will be divided into two terms of three months each.

During the first term Unified Mathematics, Elements of Science, Effective Writing, Public Speaking, History of Civilization, World Economic Resources, and Social Psychology will be offered.

The second term, which begins June 26 and ends September 15, Modern Literature, Journalism, Statistics, Economic Problems, Social Problems, and International Relations will make up the course of study.

SKYLINE is beginning from scratch. Students and teachers will do all the work of building the permanent camp and do all the household and community tasks including everything from cooking and doing the washing to milking the cows and hoeing the gardens. Fifteen hours of manual work and at least fifteen hours of classroom work weekly interspersed with individual study, group discussion, and wholesome recreation will make up the simple life of the SKYLINERS.

SKYLINE will be under the direction of Dr. William Edward Zeuch, one of the pioneers in adult workers' education in America, who has but recently returned from a year of observation and study of all the resident workers' education schools in western Europe.

Cooperative Distributors

Cooperative Distributors, Inc., means honest commodities delivered to your home. If you are interested in that you will be interested in this organization that was founded by labor men, church and social service representatives, farmers, and engineers, to build a national mail-order association on a non-profit and cooperative basis to serve the ultimate consumer.

Cooperative Distributors is already functioning. Its price list containing the commodities it distributes is available to any one requesting it. Any one of its scientifically tested products will be mailed you, no matter where you may be living.

But back of the necessary distributing facilities of Cooperative Distributors, Inc., is an Idea. The successful application of this idea will mean the strongest challenge to the greatest of American rackets.

When money was plentiful it was very easy to sell the American people any combination of useless and many times harmful products which could attract the eye and be sold for all the traffic will bear. Advertising tactics were limited only by the imagination of those engaged in it. What the advertising fraternity ballyhooed about any article had almost no relationship to the actual product that was sold. A few cents worth of carbolic acid diluted in a barrel of water and poured into fancy bottles brought a dollar a bottle. An iron belt which was supposed to have healthful and life-preserving properties to the wearer thereof brought as much as a thousand dollars per belt. But why elaborate? Every reader has at one time or other been a sucker to the blandishments of the varicolored posters or glib-tongued salesmen. And if you like to know more about how the great American consuming public has been kidded out of its money, its health, and in too many instances of life itself, read "100,000,000 Guinea Pigs." Get it from your library if you can't afford to buy it.

The depression, however, has caused the consumer to look more closely into the whole question of advertising and to challenge the truthfulness of most of the fiction which surrounds it. He is now ready to do something about the matter in order to protect himself against the rapacious profit seekers whose only goal is the

largest personal rake-off regardless of the consequences to the ultimate consumer. And this has brought the consumer to the realization that the only means of self-protection is through organization in his own behalf.

But just to organize for the purpose of distributing commodities already on the market is not enough. Numerous cooperative societies are today doing this very thing and in their own way are performing an excellent service. The greater insecurity to the consumer lies in the fact that no article can be accepted on its label value and therefore, for complete protection, every commodity should be analyzed by competent investigators, in their own employment.

This is the why of Cooperative Distributors, Inc. Its purpose is not only to eliminate the growing army of middlemen who add nothing but unnecessary costs to each article between the point of production and the consumer, but also to have every article thoroughly tested by experienced technicians to make sure that only the best obtainable is supplied and to charge the minimum possible price for it. Any one can become a member by paying a minimum of \$5 for the purchase of one share in the corporation, in installments of \$1.00 per month, if necessary. Non-profit organizations like labor unions, cooperatives of workers and farmers, fraternal and social clubs can obtain membership by buying two or more shares.

The plan of Cooperative Distributors, Inc. is to eliminate as far as possible the helplessness of the consumer and to distribute commodities on an "open formula—openly arrived at" basis. As the organization grows it aims to supply the consumer with authentic information printed on the label, as to what ingredients that particular commodity is made of.

Furthermore, when this growth has developed to the point where it controls the distribution of the major share of a given product, it is pledged to make efforts to improve conditions of labor under which those products are made.

In this rather puzzling world the gravy goes to those who are intelligent enough to effect organization with others who are rocking in the same economic boat. This is not only a lesson which men and women must learn if they want to get adequate returns for their labor, but all workers being consumers must combine if they are to get adequate returns for the wages which are spent. An individual going out to spend his weekly wage is like Alice in Wonderland and as easily confused. Or better still, the individual is like a hunted deer, a prey to all the pellets of misinformation shot at him through the heavy cannon of misleading advertising. Organized, he can muster up his own cannon to fight back. He can hire his own experts to give him the truth without which he can only throw up his hands in defeat. No matter what wages he receives, unless he knows what he is buying he can never get his money's worth.

Cooperative Distributors, Inc., therefore, comes not only as a long felt want but as an actual life-saver in these times of low incomes. Its organization is democratic and simple. Its purpose is practical, for it is already being applied. Literature and price list will be mailed on request to Cooperative Distributors, Inc., 128 E. 16th Street, New York, N. Y.

News from the Field

Chicago Women Local 3

The Federation of Women High School Teachers has distributed to the high school teachers of Chicago the following convincing argument for uniting with their friends to fight their enemies.

JOIN THE UNION

1. The Federation of Women High School Teachers enters its twentieth year as the schools of Chicago collapse under a major attack in the nation-wide battle against public education. As disintegration bares the basic economic structure of our national life, the community of interest between organized labor and teachers becomes startlingly evident.

2. Organized Labor for One Hundred Years has demanded, obtained and fought to protect and extend the public schools of America. It is the single strong economic group in the nation which can unfailingly be counted upon to support education. For these twenty years of our existence and more, organized labor in Chicago has given wholehearted support to the public schools of Chicago. Not only has it demanded good schools for its children, but it has given consistent support to the efforts of the teachers to protect their own welfare.

3. When John Fitzpatrick, president of the Chicago Federation of Labor, opposes the cuts asked by the citizens' committee before the Board of Education, he opposes all cuts in public education.

4. When Victor Olander, secretary of the Illinois Federation of Labor, defends the tenure and pension rights of teachers in the legislature, he defends the right of teachers to protection against predatory interests in every community in Illinois.

5. When Edward McGrady, national legislative representative of the American Federation of Labor, and Selma Borchardt, a Washington teacher who is legislative representative of the American Federation of Teachers, speak before the committees of Congress asking for help for Chicago, and aid our representatives time after time in the Capitol, they speak and work as champions of education throughout the nation.

6. When Donald Richberg, attorney for the Federation of Women High School Teachers and for the Railway Brotherhoods, speaks directly to President Roosevelt on the school situation, he speaks not only for union teachers, but in behalf of all teachers.

7. When the Teacher Unions ask for aid from WCFL, the radio station of the Chicago Federation of Labor, they receive not only time for teacher programs, but dramatic and unceasing support from speakers furnished by

the Federation itself, and outspoken defense of our right to speak the truth.

8. The Federation of Women High School Teachers pleads now, not merely for your support—(although all of these things cost money)—you have given support and will continue to do so—not for your earnest labor and enthusiastic action—you have given that with utter generosity in this year of disaster.

9. The Federation of Women High School Teachers calls upon you to ally yourself consciously with this powerful national defense of schools, to unite with organized labor and with every other source of aid, as we put our backs to the wall and fight against the utter destruction of this thing we build together and in which we believe with our whole souls—Public Education in America.

New York Local 5

The major activities of the New York Teachers Union have been set forth in a pamphlet published by the Union and distributed to all New York City teachers. As being of interest to all teachers it is printed here in part:

The Record

Legislation and Related Work

1. In the summer of 1932 officers of the Union acted in issuing two public challenges against the drive for salary cuts which stemmed the tide then moving strongly against the teachers. The example of the Union undoubtedly persuaded the Joint Salary Committee to oppose salary cuts on September 8, 1932.
2. Publication of Dr. A. Lefkowitz's pamphlet, "Teachers and the Economic Situation," 38 pages.
3. Early in the present school year the Union's Legislative Representative presented before the Joint Salary Committee a comprehensive salary report which was approved by the Committee.
4. He also presented a program of publicity including radio broadcasting. Several radio programs on the salary situation were given by officers of the Union.
5. The Union was active in bringing about the cooperation of civil service employees in the fight against pay cuts.
6. Union representatives appeared frequently at Board of Estimate hearings in opposition to wage cuts and to cuts in educational services.
7. In an unexpected emergency the Union helped to defeat a Board of Estimate resolution to suspend the annual increments of teachers salaries.
8. The Union has been active in support of extending the life of eligible lists.
9. The Union was effective in helping to kill the Donagan bill which would have taken teachers' salaries from the control of the Legislature and placed them at the mercy of the Board of Estimate.
10. The Union and organized labor, as usual, have defeated all legislation tending to undermine the continuation schools.
11. Also, as usual, the Union has been active against all measures tending to undermine the tenure of teachers in the Swartz bill and in other measures.
12. The Union was active in calling attention to and in opposing the Pratt bill which has threatened salary cuts of 20 per cent.
13. For years the Union has advocated the extension to teachers of the right of compensation for injuries in service. This year such a bill was introduced to apply to trade teachers.
14. The Union led the fight on the Citizens' Budget Commission's pension bill and

other reactionary bills, and helped to expose the special interests supporting the Commission.

15. The Union with the American Federation of Teachers and the organized labor movement, is the only organized force in this country that is standing strongly against the National Education Association's policy of accepting "voluntary" cuts in teachers' salaries.
16. A committee of the Union prepared an excellent brief in opposition to the proposed ordinance requiring teachers to reside in New York City. Apparently the ordinance will not be adopted.
17. Mr. Hendley, Dr. Lefkowitz, and Dr. Linville have performed a great service to the teachers of New York and of the entire country in making known the "Invisible Government" of the bankers.

Grievance Cases

The Union is constantly aiding teachers who are involved in difficulties with school officials. These cases rarely become known to our members in general for obvious reasons. But the service is given freely to all teachers who come, whether they are members of the Union or not. Even local school board members and groups of citizens in the city and outside the city seek our help.

School Relief Collections

The Union's opposition to the coercive collection of funds for unemployment relief has been the only hindrance to the advertising campaign of school officials who collected \$3,000,000 at the expense of the teachers. Salary cuts were not prevented by collecting this fund. Furthermore, the Union has always stood against coercion. In the economic crisis the Union has pointed out the responsibility of organized government agencies for looking after the needs of the unemployed.

Emergency Classes for the Unemployed

The Union and the Auxiliary are studying the effect of the employment of non-teacher artists, artisans, engineers, et al. at \$15.00 a week to teach classes of unemployed adults. The maintenance of professional standards is involved in the situation.

Committee Activities

1. The Executive Board consists of the officers and 26 members elected by the members in the annual elections. Our system of proportional representation gives every point of view the opportunity for expression. The Board represents the Union, and not any faction. Its meetings are open to any member who cares to attend.
2. The Legislative Committee has frequent meetings and prepares programs of work in the Legislature.
3. The Membership Committee holds meetings of its own members and of school representatives, and also arranges for school membership meetings, with Union speakers. The Committee conducts social meetings for the members to become better acquainted. Our membership is now approximately 1850.
4. The Kindergarten-6B Committee is making a study of the conditions of work in the elementary schools.
5. A special committee is being organized to investigate clerical work.
6. The Committee on Teacher Unemployment has been actively supporting the efforts of the unappointed teachers to secure jobs.
7. The Experimental Education Committee led by the Auxiliary has been conducting a valuable series of six conferences on "Progressive Teaching Techniques" between experts in experimental education and groups of elementary school teachers varying from seventy to one hundred and twenty-five. Nearly all these teachers were not members of the Union. Several principals attended.
8. The Committee on Education for International Goodwill, led by the Auxiliary, holds frequent, largely attended meetings. A campaign against high school military drill and for the arrangement of school programs on international goodwill are particular interests of this committee.

9. The Committee on Mental Hygiene, also led by the Auxillary, has conducted important series of conferences for public school teachers, especially in the elementary schools. It has had a profound influence on the consideration now given to mental hygiene by the New York schools.
10. The Auxillary is now carrying through four "Educational Pie" Luncheon Discussions on important educational and social topics. Thus far the attendance has varied from 100 to 150.
11. For the week-end October 6-8, 1933 the Auxillary and the Union will hold the Tenth October Conference at Hudson Guild Farm. These conferences have attracted national notice. The Tenth Conference involves a plan in which members of the Union will present the program and educational administrators and experts will be part of the audience.

The National Work

The President of the Union is also President of the American Federation of Teachers. On this account, we are brought into close relationship with other teachers' unions throughout the country and with the American Federation of Labor. We are dealing with the national situation in education and are striving to inform the teachers of the country of the economic influences that dominate the lives of our people and threaten wage and living standards. In this work we have the complete understanding and co-operation of the labor movement.

St. Paul Locals 28 and 43

The Federationist, the official publication of the St. Paul Federation of Women Teachers and the St. Paul Federation of Men Teachers, Locals 28 and 43, was published in March in enlarged form and widely distributed to teachers, parents, and the general public.

The first page carries an article so excellent that we reproduce it in full.

The Need for Tenure for Teachers

The abuses practiced by local boards of education throughout the country have always called as loudly for tenure regulations in teacher service as did those of the national government for regulation of the civil service.

Tenure for teachers, like tenure for civil service workers, is based squarely upon the good of the service, and not upon the welfare of the individual concerned. There is no denial of the need of civil service, and there should be no denial of the need for teacher tenure.

In Portland, Oregon, 1912, a large number of excellent teachers were dismissed without statement of causes, and a reign of terror among teachers in that city followed. In Chicago in 1916, 68 teachers with high rating were dismissed without charges, notice or hearing. In Denver on June 26, 1915, there were 75 teachers dismissed, and 38 others reduced to the probationary list, two weeks after vacation began. In other places nearer home similar things have happened. Most of this was for political, personal, or religious reasons.

Our Minnesota Teacher Tenure Law prevents costly and inhuman abuses. It sets up an orderly method for employment of teachers, and for the dismissal of teachers for every just cause and it eliminates all personal, political, religious, and other unworthy motives in dismissals.

Tenure stabilizes the teaching force, thereby saving to the schools the great value of experience acquired.

It protects the youth from being robbed of many of their best teachers.

It promotes in marked degree the professional interest and endeavor of the teaching staff.

It changes teachers from being passive, subservient time-servers, and tends to make them real educators exercising initiative at every point in the advancement and welfare of the schools. It creates a new spirit and enterprise which make for higher professional standards, increased feeling of responsibility, and finer teaching ability.

It gives teachers that freedom and that atmosphere in which it becomes possible for them to become real teachers, and without which many teachers are timid trimmers,

always subservient to their selfish employers, and therefore not real teachers at all.

Tenure not only retains the best instructors already in the system, but constantly attracts finer, stronger personalities into the profession. It not only makes teaching a profession, but lifts the profession upon a higher plane where it can really render the greatest service of all professions. This is all important, not so much because it helps individual teachers as that it is necessary for the creation and training of that higher, finer citizenship which alone can safeguard this nation now and for the future.

It is for these reasons that all the progressive nations of Europe and the fifteen largest and most progressive states in this country have established tenure for the teaching service.

Brookwood Local 189

Brookwood Plans Summer Activity

The veteran James H. Maurer was the main speaker at Brookwood's commencement day exercises on April 9. After commencement the students took the road with the Brookwood Chautauqua, featuring the plays Gimble Sprockets and The Starvation Army with topical talklets, a speaking choir, the living newspaper and Labor songs. Philadelphia, Pottstown, Allentown, Pottsville, Ashland, Mt. Carmel, Reading, Shenandoah, Wilkes-Barre made the Pennsylvania line of march starting on April 16. Other engagements are arranged in Maryland including taking this Organization-Unemployed Chautauqua to the Continental Congress in Washington, D. C., on May 6.

An extensive program of institutes for various Labor groups has been planned for the summer at Brookwood. Three ten-day institutes are planned for Philadelphia, Reading, and Allentown with the special purpose of training a picked bunch of the organized unemployed to serve as class leaders and organizers.

Commonwealth Local 194

Vacation Opportunity at Commonwealth

The second annual summer session and camp at Commonwealth College, located in the Ouachita woodlands near Mena, Ark., will be held for ten weeks beginning July 3, with the participation of Oscar Ameringer, editor of the American Guardian, Carl Brannin, co-founder of the Seattle Unemployed Citizens' League, and Nathan Fine, research director of the Rand School of Social Science, in addition to members of the regular staff of the labor school.

Ameringer will lecture and lead discussions the first two weeks in August, and Brannin the last two weeks in July. Fine, who is editor of the American Labor Year Book, will be on the staff all summer.

Visitors are welcome. Because of the communal plan of operation at Commonwealth, by which students and teachers perform community tasks together, visitors who wish to work 15 hours a week may reduce the full cost for room, board, laundry service, and tuition to \$40 for the 10-week term. For shorter periods the rates are \$25 a month or \$1 a day. Those preferring not to work pay double. Proceeds help maintain the year-round work of the college.

Discussion groups will center around the topics, "Is American Culture Going Left?" and "Economics and Politics—Where Are We Headed?" A labor orientation course, open to all, will give a summary of history and current problems from a labor point of

view. There will be other classes for regularly enrolled students.

Recreational opportunities include sports, hiking, a social program, a labor theatre, and swimming in the campus creek.

Grand Forks Local 205

With no reduction in the teaching force, the teachers of Grand Forks face a 40% cut in salaries. A 25% reduction is already in force. There is no legislative relief in sight.

Since the basis of taxation has been reduced from 75% to 50%, efforts have been made to raise the mill levy limits. The bills to this end, however, were defeated.

Local 205 has the satisfaction of knowing that it put up a valiant fight and lives to fight another day.

Green Bay Local 233

Dr. Selig Perlman, professor of economics at the University of Wisconsin, addressed two well attended meetings of the Green Bay chapter of the American Federation of Teachers, on the afternoon and evening of April 5. At the afternoon meeting he spoke on the "Philosophy of Labor." For the evening gathering, Dr. Perlman chose "The World Labor Situation."

All teachers of Green Bay and vicinity were invited by the Green Bay local to attend these open meetings and responded in large numbers.

Professor Perlman is one of the best known of the country's authorities on labor economics. He is a member of University of Wisconsin Local 223.

Asheville Local 239

Asheville is in the midst of a lively contest on the method of selecting the City School Board. Vigorous opposition seems to have developed to the proposal that the people of Asheville vote for members of the City School Board, as provided for in the bill introduced in the Legislature.

The present method is election of members of the School Board by the City Council.

The opponents of the bill argue that permitting the voters to elect School Board members would be "putting the schools into politics."

The friends of the new proposal say that members of the School Board should be elected directly by the people whom they represent, and whose tax money they spend. By this means members of the School Boards would be directly responsible to the people, the same as other city and county officers.

With a City School Board elected by the City Council the School Board would be responsible only to the City Council which creates it.

The School City is entirely distinct from the Municipality. There is no reason why the City Council should be its master by deciding who shall compose it.

Depew Local 247

"I am happy to report that our membership is now 100%," writes Miss Gertrude K. Collie, secretary of the Depew Teachers Federation Local 247.

This is a fine showing and a stimulating example to other and older groups.

Charlotte Local 249

The Charlotte Teachers Local 249 takes pleasure in sending an official greeting to all of the officers of the national organization and to each affiliated local throughout the country. We are happy and proud to be a member of the American Federation of Teachers. We extend to all members the heartiest good wishes for success in the problems now confronting us all.

C. S. BOGER, President.

Charlotte Local 249 is very happy in its new charter and is busy working to secure more members. The principals of our two Junior High Schools have recently signed applications for membership. We feel important being the second local in North Carolina—Asheville being the first. The Asheville teachers, on their own expense, came to Charlotte to tell us what the Federation had meant to them and to help us organize. When the newspapers learned definitely that we had received our charter, they carried some unfavorable comments from certain members of the Board of Education—one member even saying he expected a strike immediately—not knowing that as a member of the Federation that was one thing we could not do. Thus it seemed we had a fight right at the beginning of our work. Mr. R. R. Lawrence, president of the State Federation of Labor, immediately got in touch with Mr. George L. Googe, A. F. of L. representative in the South. He came at once to Charlotte from Tallahassee, Florida. Right away he arranged a conference with the chairman of our school board and explained the organization and its purposes. The chairman of the Board stated he could not control comments made by certain members of the Board but he assured the teachers of Charlotte that he believed they could join any organization they desired and offered them his cooperation in their work as members of the American Federation of Teachers.

Since this we have had no more trouble. In fact we feel quite encouraged because of the interest and recognition our local has received. Both our president and the chairman of our publicity committee have made talks over W. B. T., Charlotte's broadcasting station. For material for these speeches they used articles in the AMERICAN TEACHER.

At this time the Local is especially interested in the election of new members for the Board of Education and City Council. We are working with the Central Labor Union of the city to secure good men for these positions. At our next meeting we are giving information to the teachers about each candidate and his platform. The Executive Committee has a questionnaire pertaining to pertinent educational matters which is to be submitted to each candidate. As never before we feel that we must have men who will fight for our educational standards and institutions if we are to continue giving the youth of today a public school education.

The Charlotte Teachers Local 249 is grateful for its new organization because with its help the teachers hope to maintain at least present professional and educational standards.

MARGARET JONES, Secretary.

The school situation in Charlotte is critical at the present time. Those interested in the maintenance of the present status of public instruction in the city feel that it will take the united efforts of all to save the city school system from the scrap pile. Perhaps this is putting it a bit strongly, but the desire and need for economy has already so cut down funds for schools that the further drastic cuts in appropriations for the city system, recommended by many, can but mean the throwing away of hard-won progress and the junking of many worth while, even really valuable, activities.

The seriousness of the situation to the classroom teacher may be understood more clearly if the following facts be considered. The present median of high school salaries in Charlotte is the lowest in the United States for cities of between 30,000 and 100,000 population. The legislature of North Carolina, now sitting, has passed a law requiring an eight-month, state-supported school term and making no provision whatever for the supplementing of state funds by any district. If this law goes into effect as it stands, the average salary for school teachers of Charlotte next year will be about \$700.00. Cities of North Carolina will not be allowed to spend any more for the financing of schools than the poorest districts of the state. As mentioned before, this will mean decreased efficiency—a very limited curricula, crowded classrooms, and poorly paid teachers.

The school people of Charlotte, and by school people I mean all deeply interested in education, realize the problems that confront the governing bodies of the city and state. They are not presenting unreasonable demands. They are simply asking for unbiased, fair treatment, as compared with the treatment afforded other departments of public work.

To assure the schools of the city a fair deal, the local unit of the American Federation of Teachers is interesting itself in the coming election of city council members and in the election of a new school board. The primary election was held April 24. The Federation has committees at work investigating the past records of candidates and feeling them out as to their attitude toward the whole school situation. These committees are passing on their findings through reports. The local also has held two important meetings recently. The first was an open meeting to which all teachers and others interested in school matters were invited. At this meeting all candidates for places on the council and on the school board were asked to appear and give in a few words their stand on school questions. Many candidates availed themselves of this opportunity. The majority of those who could not attend sent messages to be read at the meeting. For the first time in Charlotte, the vote of the teachers was treated with respect and consideration. The second important meeting was held April 18. This was a closed meeting, and there was a free discussion of the qualifications and platforms of the various candidates. While no definite slate was adopted, there was generally accepted a number of names from which any member could make his own choice. This meeting was very helpful and enlightening to those who were uncertain as to whom they should support in the approaching election.

The Charlotte local unit of the Amer-

ican Federation of Teachers has been carrying on the activities spoken of in close cooperation with the Teachers' Association and the Parent-Teachers' Organization of Charlotte. On the whole, these organizations have been cooperating very successfully—working together for the same ends.

The Charlotte local has accomplished already in its short existence enough to justify its formation. Its membership is growing, and those already members are giving enthusiastic cooperation.

STELLA KITTLES.

In Florida

Jacksonville, Fla., Feb. 27: In resolutions adopted by the school board early this week, teachers were asked to accept a 25 per cent cut in salary for the balance of a 7½ month term. The teachers refused to accept this cut and voted unanimously to ask the board to close the schools when all sources of revenue had been exhausted.—*Jacksonville Journal*.

And then they organized Local 254 of the American Federation of Teachers.

W. F. E. A. Conference

Readers are again reminded that the Conference of the World Federation of Education Associations will be held in Dublin, Ireland, July 29 to August 4. You will regret it if you are not there.

"Success depends not so much upon the opportunity without as upon the determination within."

Who's Who in this Issue

James S. Beddie, educator and author, is now traveling in Europe studying methods of education in foreign countries.

J. O. Christianson is principal of the School of Agriculture, University of Minnesota.

William Green is president of the American Federation of Labor.

Robert T. Kerlin is professor of English at Potomac State College, West Virginia, and is the author of several volumes of both prose and poetry. He is the editor of Milton's Minor Poems in Johnson's English Classics.

James A. Meade is a teacher of science at the Washburne Continuation School, past president of Chicago Men Local 2, and a charter member and first treasurer of the American Federation of Teachers. Henry Ohl, Jr., is president of the Wisconsin State Federation of Labor.

Mark Starr is a member of the faculty of Brookwood College and the author of several textbooks.

Seventeenth Annual Convention AMERICAN FEDERATION OF TEACHERS

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THEME — THE CONTROL OF THE SCHOOLS

Subjects to be discussed include Banker Rule in America, Taxation, The Depression in the Schools, Wage Deflation, New Times and New Responsibilities, Relation of the Teacher to the Social and Economic Order, School Legislation, Salaries, Tenure, Teaching Conditions.

Speakers will be Mayor Dan Hoan; Henry Ohl, Jr., President Wisconsin State Federation of Labor; Professor Selig Perlman, University of Wisconsin; John P. Frey, Secretary-treasurer, Metal Trades Department, American Federation of Labor; Harold M. Groves, University of Wisconsin; Hon. Barratt O'Hara, Chicago attorney and former lieutenant governor of Illinois.

The Executive Council will meet on Monday, June 26, 10 A. M.

The regular sessions begin on Tuesday, June 27, 10 A. M.

Get-Together-Luncheon, Tuesday, 12:30 P. M.

Banquet — Wednesday, 7:00 P. M.

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